Unit III – Cultural Patterns and Processes
Chapter 6 – Culture and Cultural Geography

Introduction:
- If asked "What are you?" how would you answer?
- Some people define themselves based on where they live, while other might refer to religion
- Still others might use race or ethnicity as an identifier or a historical marker in their lives
- Someone might use nationality, political beliefs, or an occupation
- Who we are as humans is complicated, but a great deal of identity in the world is derived from our cultural and ethnic backgrounds

Module 6A – Culture and Cultural Geography:
- Cultural geography is the study of both the distribution and diffusion of culture traits and how the culture modifies the landscape around us
- **Culture –** shared patterns of learned behavior, attitude's, and knowledge (just one of countless definitions)
- What is meant by "shared patterns"? this means that things that are part of our culture are believed or practiced by a lot of people
- The word *pattern* also implies that we will find an element of culture repeated over and over again in different places
- The world *learned* is important because it excludes race as a part of culture. **Culture is not inherited**. It is taught to children as they grow up
- both language and food choices are taught or learned as we grow up **(Study Figure 6A.2)**
- **Culture trait –** a single component of a culture
- **Culture region –** an area that shares a large number of culture trait
    - Example – North Africa could be defined as culture region because of similarities in language (Arabic and Berber variants) and religion (Islam)
- **Culture realms –** large areas that are based on a few broad cultural similarities
    - Example – Northern Europe, Western Europe, the Mediterranean region, and Eastern Europe could be combined to form a European culture realm because there are general similarities in religion, daily life, and to some extent language

Module 6B – Culture Complexes:
- **Culture complex –** when several culture traits are related
- For example, Blue Laws – are related to Christianity and resting on Sunday
- The leaders of many early colonial settlements considered the consumption of alcohol on the Sabbath to be improper and banned liquor sales outright
- Thus, commerce, religion, and leisure time are all related culturally
- Other Examples:
    - Cattle in Masai culture
    - Automobile in Us and Canadian cultures
- **Study the geography of auto related culture in US page 114**

Module 6C – The Components of Culture:
- Geographers and other social scientists divide culture, and culture traits, into three subsystems:
- **Technological subsystem** is the material objects that a culture produces, as well as the procedures for using those objects
    - **Artifact –** individual culture trait that falls within the technological subsystem
    - A pair of jeans, baseball cards, an iPad, and a bag of potato chips are all artifacts of American culture
    - Given the nature of global economy, technologies are widely distributed, so at least in this subsystem of culture there is a lot of **cultural convergence,** meaning that two or more cultures share culture traits to such an extent that may aspects of their cultures are very similar

- Many Japanese regularly eat hamburgers and drink Coca-Cola, while man Americans regularly eat sushi and read manga (Japanese comic books)
- **Sociological subsystem** guides how people in a culture are expected to interact with each other and how their social institutions are structured
  - **Sociofacts** – culture traits in the sociological subsystem
  - Western norm of hand shaking when meeting someone is a sociofact
  - Social institutions are also part of a culture's sociological subsystem
  - Government institutions are also governed by the sociological subsystem
- **Ideological subsystem** is the ideas, beliefs, values, and knowledge of a culture
  - **Mentifacts** – individual culture traits in the ideological subsystem
  - Ideas such as democracy, freedom, and justice are values that some cultures hold important, while others do not
- As mentioned previously, all three subsystems of culture can be related

Module 6D – Cultural Diffusion:
- **Cultural diffusion** – the movement of culture traits from one place to another
- **Diffusion,** or **innovation diffusion** – movement of people, ideas, or things from a point of origin to another location over time
- Geographers are interested in identifying the pathways of diffusion and understanding what **barriers to diffusion** exist to slow or stop movement
- **Hearth** – the place where something begins
- Most phenomena have at least one hearth; some, such as agriculture, have multiple hearths
- **(Study Figure 6D.2)**
- In his book *The Tipping Point,* Malcolm Gladwell came up with some interesting insights into how ideas or practices may diffuse by focusing on particular vectors
- The first principle Gladwell terms "the law of the few." This means that ideas and items alike are diffused through the effort of a select group of people
- Gladwell calls the second principle the "stickiness factor." This refers to how well an idea resonates once it is introduced
- The third principle introduced by Gladwell has to do with the "power of context." Diffusion relies on prevailing conditions: the place and time have to be right to accept the new thing; otherwise, it just falls flat.
- Geographers have categorized some of the spatial patterns involved in the diffusion of phenomena from one place to another
  - **Relocation diffusion** – the diffusion of a particular phenomenon that results from the migration of people who practice that phenomenon **(Study Figure 6D.6, .7, and .8)**
  - **Contagious diffusion** – the phenomenon spreads to nearby places.
    - Diffusion often depends on contact, close communication, and even observation
      - Examples – farming techniques, disease, and sometimes different cuisines
  - **Hierarchical diffusion** – a pattern whereby things move from one place other places that some similarities or are otherwise going to be more receptive
    - Examples – fashions, contraceptives, and slang
  - **Reverse hierarchical diffusion** – a particular innovation begins in places that are distinctly not centers and then over time begins to make its way up conventional hierarchies. Sometime these are referred to as "groundswells" because they emerge from the smallest places
    - Bottom up movement rather than as a typical movement down the hierarchy

Module 6E – Culture Hearths:
- **Culture hearths** – areas from which important culture traits, including ideas, technology, and social structures, originated.
- **Mesopotamia**
- **Indus Valley**

- **Nile River**
- **North China**
- **The Americas**
- **West Africa**
- **Greco-Roman**

Module 6F – Cultural Landscapes:
- **Cultural Landscape –** refers to the cultural impacts on an area, including buildings, agricultural patterns, 6
- While he acknowledged that the physical environment can influence human actions, he emphasized that cultural groups modify their environments extensively **(Study Figures 6F.1)**
- Sauer's main goal for cultural geography was to use the cultural landscape to uncover evidence of past cultures
- Later cultural geographers also note that cultural landscapes can reflect the presence of nonmaterial culture, including ideology or power.
  - Examples – many communities in the American South have great geographic disparities between where whites live and where blacks live
  - A more recent example might be a community's acceptance or rejection of gay lifestyle – therefore, the liberal or conservative nature of the community might thus be visible
- **Social construction of space –** the idea that society shapes the spatial nature of our world

Module 6G – Fold Culture and American Foodways:
- **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 –** refers to aspects of a culture that are widespread, fast-changing, and transmitted by the mass media.
- **Foodways –** one of the most common types of fold culture that affects daily life – how we prepare and consume food
- **(Study Figures 6G.1 – 6G.4)**

Module 6H – Popular Culture: House Types:
- Cultural geographers are traditionally quite interested in architecture because what we build often stays on the landscape for a long time
- Thus, old buildings offer a way of examining cultural ideas of the past
  - Example – old school and government buildings often are named after people who were well known in their time but are generally unknown today
- **(Study Figures 6H.1 – 6H.7)**

Module 6I – A Cultural Geography of Sports:
- **Study Figures 6I.1 – 6I.3**
- It is obvious from our examples that the location of a sport on the landscape reflects that culture and people of the area to some degree
- If you've been to a large US city, you've probably seen recent immigrants playing soccer on weekend mornings in parks where nobody played soccer 20 years ago
- Cultural geographers believe that what we build and how we organize our cities and towns reflects our culture
- Sometimes these projects are justified because they generate economic revenue that helps the city, but other times sports stadiums are supported because they help the morale of the community
- Trying to understand a society's cultural values by observing the built environment is referred to as "reading the landscape."

Unit III – Cultural Patterns and Processes
Chapter 7 – The Geography of Language

<u>Introduction:</u>
- The reality of language is that it is constantly changing in structure and content
- Language changes over time, but it also changes across space
- Not only does accent change, but vocabulary changes as well
- Distance help create patterns of language across the globe

<u>Module 7A – Basic Components of Language:</u>
- **Language –** a system of communicating that involves sounds, gestures, marks, or signs
- **Phonemes –** sounds (English as between 40 or 50 unique phonemes)
- The language known as Rotokas, spoken on the island of Bougainville, part of Papua New Guinea, has only 11 phonemes
- San people in southern Africa have over 100 phonemes, including clicks, pops, and other noises not found in English or other European languages
- Gestures are not universal; they vary by culture or language
- Origins of modern writing are only about 6,000 years old and can be traced to ancient Mesopotamia – **Cuneiform** which was a result of trade
- The Egyptian world for was r'i, so the symbol for mouth was often used to present an r" in other words
- The modern English alphabet originated with the alphabet of the Phoenicians, who lived at the eastern end of the Mediterranean in what is now mostly Lebanon
- The Phoenicians were very active in trade, and their culture spread by relocation diffusion to other parts of the Mediterranean
- The Greeks adopted the Phoenician alphabet and modified it a bit
- The Greek alphabet was adopted and modified by the Etruscans, northern Italy
- As geographers, we take note of the fact that alphabets change not only with time but also with location

<u>Module 7B – Dialects, Accents, Linguae Francae, Pidgins, and Creoles:</u>
- **Dialect –** refers to variations of sounds and vocabulary within a language.
- Dialects generally develop because geography, notably distance and isolation, allow common cultural traits to diverge
- **Accent –** can sometimes have the same meaning as the word *dialect*, but it should only be used to refer to differences in how a language sounds or is spoken
- **Idiom –** often used synonymously with dialect to refer to a language that is peculiar to a certain group of people or region
- **Patois –** can also mean dialect, but it generally refers to rural or provincial speech or to a nonstandard form of a language, as in "He speaks English with a Jamaican patois".
- **Vernacular –** refers to a local form of a language
- **Lingua franca –** a language used by people for purposes of cross-cultural communication or trade.
- Kiswahili in East Africa is a well-known example of a lingua franca
- Other examples of lingua franca are:
  - Russian
  - Greek
  - Latin
  - French – EU, NATO, and the UN still use French as an official language (Olympic Games)
- Today, English is the lingua franca of most of the world's business, scientific, and academic communities, and many see it as the likely global language of the future

- The rise of the Internet, dominated by English-language sites, is often cited as a reason for the rise of English
- **Pidgin –** like a lingua franca, is a simplified language that is used by people who speak different languages for common communication
- What differentiates a lingua franca from a pidgin is that a pidgin usually is not the native language of anyone using it, and pidgins usually have simplified vocabularies and grammar, so that it can be learned quickly
- Pidgins are still used in the Caribbean, parts of Africa, and elsewhere **(Study Figure 7B.3)**

Module 7C – Language Families:
- In 1796, Sir William Jones, a judge of the Supreme Court in Calcutta, gave a lecture in which he hypothesized that Latin, Greek, the Germanic languages, Sanskrit (the ancient language of much of India), and the Celtic languages, such as Irish, are all related **(Study Figure 7C.1)**
- In 1822, Jakob Grimm, outlined a theory that modern German and English had experienced one or two shifts in the use of consonants since the time of ancient languages, such as Latin Sanskrit. Specifically, consonants, t, and p became h, the, and f, respectively **(Grimm's law)**
- **Language family –** is a collection of languages with a common ancestor, known as a **proto-language**
- Languages are grouped into families through a method known as genetic classification
- Researchers attempt to look at all languages that originated from the same source and classify them into groups that are most closely related, known as genetic nodes (also called branches)
- Overall, there are about 6,800 living languages spoken on the planet today
- These 6,800 languages can be grouped into about 120 language families
- Language families can be further divided into branches, or smaller groups of related languages
    - For example, in the Indo-European language family, English is the Germanic branch of the family, but Kurdish, the main language of the Kurds, is in the Indo-Iranian branch
- **As you look at the maps, ask yourself how geography and history helped create the modern language pattern of the world**
- **Sprachbound –** two or more languages that are geographically contiguous and have similar words or grammar
    - Examples – Balkan region or Southeast Asia
- **Study Figure 7C.3 – Major Language Families**
    - **Afro-Asiatic language family**
        - A group of over 370 languages that are primarily spoken in North Africa and Southwest Asia
        - One of the most important subgroup of the Afro-Asiatic family is the large **Semitic** branch – largest global impact is probably Arabic
    - **Indo-European language family**
        - English is a member, includes over 440 languages spoken originally across the Euro-Asian landmass and now around the globe
        - The oldest surviving Indo-European branch is the Indo-Iranian subgroup
        - Another important branch is Greek
        - The Romance subgroup is also important to modern English – Latin is the ancestor of many of Europe's spoken languages, including Italian, Spanish, French, Portuguese, and Romanian
        - Celtic languages were once spoken through a large part of Europe but today they survive in only a few areas
        - The Baltic and Slavic subgroups include Russian, Ukrainian, Bulgarian, Serbo-Croatian, Czech, Slovak, Polish, and Macedonian
        - Germanic subgroup – English, German, Dutch, Swedish, Afrikaans, Norwegian, Danish, Yiddish, Icelandic, and may other smaller languages
            - Many of the earliest surviving texts are written with a runic alphabet

- - **Niger-Congo language family**
    - Largest language family in terms of number of languages, which accounts for about 1,400 languages spoken in Africa by a total of 600 million people – includes Bantu
  - **Sino-Tibetan language family**
    - Includes 250 or more languages
    - Mandarin, used by a staggering 870 million people in China alone. Another 10 million around the world use it as a first language and over 200 million as a second language
    - This easily makes Mandarin the most widely spoken first language on the planet
  - **Malayo-Polynesian language family**
    - Primarily spoken across Southeast Asia and the south Pacific
    - About 20% of the world's population speaks a Malayo-Polynesian language
    - Malagasy, spoken by the people of Madagascar off the coast of Africa and thousands of miles across the Indian Ocean from its closest linguistic neighbors

Module 7D – Geography of English:
- English spoken around the world as a second language and in many places as a first tongue
- The "standard" form of English is known as RP, which stands for **Received Pronunciation**, and traditionally is the language of educated Britons in London and southern England
- Geographic differences in North American dialects began right from the start
- In time, the accents in the Us diversified, and today scholars identify four major dialect areas **(Study Figures 7D.1 and .2)**
- US English adopted countless words from French, Spanish, German, Native American, and other languages
- Chipmunk, moose, squash, and skunk are Native American words
- French has given us cuisine, déjà vu, and finale, and Spanish words in English include alligator, cargo, and mosquito
- In the Caribbean, a form of pidgin English formed among slaves who had originally come from different linguistic backgrounds
- Pidgin forms of the language are used all across the region, and because Caribbean slaves were sold to plantations in what would become US South, elements of these pidgins are evident in traditional African American dialects of English
- **Gullah**, also known as Geecheee, a creole language spoken on island off the South Carolina and Georgia coasts, developed from a form of pidgin English with thousands of African loan words
- In Australia, many of the convicts spoke the working-class Cockney dialect of the London area or with an Irish brogue (accent)
- These variations are still audible in modern Australian English
- In other cases, words were adapted from indigenous aboriginal speech – Kangaroo, boomerang, and dingo
- English is often used by the Indian government and armed forces, and thus is necessary for many Indians to learn it
- Along with Hindi, it serves as a lingua franca for the diverse country
- Nigeria, where half the population uses a creole or pidgin English as a second language

Module 7E – Language Isolation and Language Extinction:
- Latin was once spoken by millions as the lingua franca of the Roman Empire and the Catholic Church, but today there are only a handful of fluent speakers
- **Language divergence –** the dividing of a language into many new languages
- Often, this divergence occurs because language speakers become geographically isolated in two or more areas
  - Example – Korean, which some scholars argue is diverging into North Korean and South Korean dialects because of the isolation of the north from the rest of th world
- **Language convergence –** when two different languages merge
  - Example – in villages in India that straddle two major language regions

- **Language isolate** – is a language that belongs to no known language family and is not related to any living language
  - Example – Basque (northern Spain and southern France), Japanese, Ainu (Northernmost islands of Japan), and Burushaski (spoken in the Kashmir region of Pakistan)
- There are still nearly 7,000 languages spoken on earth, the past few centuries have witnessed a dramatic loss of languages
- **Language extinction** – loss of language
  - Example – Native American languages because colonialism
- Since the year 1500, approximately 300 languages have ceased to be spoken by anyone
- Since many had no written forms, some are truly lost
- Over 90% of all languages are spoken by only 100,000 or few people, and a few hundred tongues have 50 speakers or less
- The *Ethnologue* database of languages classifies 473 languages as nearly extinct
- Highest number is in the Americas
  - Ona language of Argentina, had only one to three speakers in 1991
  - Tuscarora language of Canada and the US, a member of the Iroquois family, has fewer than 20 speakers
- Pacific region is also hit hard
- Even Europe, where language patterns are well established is at risk of losing some of the traditional languages of the Saami people
- Most of the languages on the verge of extinction re languages of native peoples (Study Figure 7E.2)

Module 7F – Toponymy:
- **Toponym –** is the study of place names, and it is derived from the Greek words topos, meaning "place," and ounouma, meaning "name."
- Place names can indicate physical features, such as a river or mountain, or human gestures on the landscape, such as towns or roads
- If a street is called Mine Street, it may mean that there once was a mine in that area
- Often, toponyms reveal something about one or more cultures present in an area in the past
- In the US and Canada, many towns and physical features have names that reflect the native heritage of the area
- In the US, Alabama, Alaska, Connecticut, Dakota, Hawaii, Idaho, and Texas are just a few state names derived from native languages
- In Canada, itself a native word meaning "community," the provincial names Manitoba, Ontario, Nunavut, and Saskatchewan have native origins
- Yonkers, Peekskill, Catskill, the Bronx, and Staten Island all have names with Dutch origions
- The suffix – kill on many town names in New York is a clue to a Dutch origin and means "stream"
- Other toponyms are patriotic in origin
  - Examples – independence, Colorado; Liberty, New York; and freedom, California
- Patriotic place names can also be names of important figures in a country's history
- Political change can also bring about place name change for ideological reason
- When the Soviet Union took control of Bucharest, Romania, in 1948, it renamed streets to correspond with communist ideology
- Closter to home, many roads and school have been renamed in the past three decades to honor figures in the civil rights movement, such as Martin Luther King Jr. and Rosa Parks **(Study Figures &F.1- .3)**

Module 7G – Language Conflict:
- Sometimes, the conflict is over what language should be used in a particular country or region, and other times the dispute centers on the cultural "pollution" of one language by another
- Political conflicts over place names can become serious at times

- - Example – the break of the former Yugoslavia
- Often, people argue over what language should be spoken in a country because language is an important component of ethnicity and therefore national identity
    - Example – the fall of Soviet Union
- In the past few decades, some in the US have advocated for making English the official language
- Many countries, of course do have official languages
    - For example – India has over 20 official languages
    - Switzerland has 4: French, Italian, German, and Romansh, a language spoken by only .5% of the population
    - Belgium has 3 official languages: French (Walloon-dialect), German, and Dutch (Flemish)
        - Belgium chose, in the early 1990s, to create a federal system that gives each ethnolinguistic group its own administrative area of the country
- An interesting type of language based conflict involves charges by certain cultures that their language is being "polluted" by words from other languages
- **Loan words –** are terms used by a particular language that have their origins in other tongues
    - Example, in Germany "English" (Deutsch + English = Denglish)
- Perhaps the strongest opposition to the use of English loan words has occurred in two French-speaking regions, France and the Canadian province of Quebec (Study Figure 7G.3)
- Starting in 1975, however, the French government began passing laws banning English from advertising, scientific meetings, official government documents, publications, radio program, and TV
- The Académie Francaise, founded in 1635, is the official agency tasked with maintaining the purity of French (companies can be fined for using English words in their marketing or packaging materials)

Unit III – Cultural Patterns and Processes
Chapter 9 – Race, Ethnicity, and Gender

Introduction:
- Does being an African American refer only to historical ties to Africa?
- Does it mean being racially black?
- Is a white Kenyan who immigrates to the US an "African American"?
- Do African Americans share culture traits?
- When race, history, culture, and identity come together, we move from the realm of culture to that of ethnicity
- Whether we are male or female certainly influences our lives, but does it affect our spatial lives?
- Does it affect where we go and what we do?
- Geographers would argue that it does, and that society often creates spaces or limits access to spaces based on gender

Module 9A – What is Ethnicity?
- **Ethnicity** – a group's self-identification based on cultural, historical, physical, or other characteristics **(Study Figure 9A.1)**
- While there is no single accepted definition of ethnicity, a good working definition of an ethnic group is a social group that defines itself based on factors such as common culture traits or a common history, race, or geographic origin **(Study Figure 9A.2)**
- *Ethnos* is Greek for "people," and we see the root in words such as *ethnography*, literally "writing about people".
- Ethnicity is a concept that is often confused with culture
- Culture refers to shared patterns of learned behavior, such as religious views, language, the types of clothing people wear, and societal beliefs about political ideas
- Note that ethnicity can include culture (language, religion), but culture cannot include ethnicity because ethnicity is a broader concept
    - For example, African Americans
- The ethnic group itself defines what constitutes membership in the group
- There is, therefore, a built-in sense of inclusion and exclusion – you are either "in" or "out" **(Study Figure 9A.3)**
- Often, group identity is related to the status of the group within society
- groups that are a minority within a society tend to emphasize their distinct identity more than do majority groups
- Several theories exist concerning why humans organize themselves into ethnic groups
- Some scholars believe that people are born with an instinctive sense of ethnic identity, that there is a natural kinship with one's kind
- Some have hypothesized that pervasiveness of **ethnocentrism**, an attitude of cultural superiority, around the world and throughout time is related to these natural tendencies to favor people who are similar
- Other scholars disagree strongly with this idea, arguing instead that ethnicity is socially constructed
- They argue that ethnic identity is a result of the interaction among different groups of people
- In other words, by identifying ourselves as being different, we establish that we are different

Module 9B – The Life of an Ethnic Group:
- Some scholars note that governments and other societal groups with power can cause ethnic groups to form
- The UN decision to create the state of Israel in the 1940s is seen by some to have created a Palestinian identity among peoples who previously had not identified themselves as one group
- **Emergent ethnicity** – the creation of an ethnic identity not common in the past

- **Resurgent identity** – ethnic identities common in the past can fade and then reemerge **(Study Figure 9B.1, and .3)**
  - o Example – in the UK, Welsh nationalism
- Ethnic group identity is strongest at times of change or chaos
  - o Example – Vietnam **(Study figure 9B.2)**
- Ethnic identity can also change with current events
  - o Example – 9/11
- Ethnic identity is also commonly stronger during periods of migration and settlement
- Discrimination, lack of appropriate job skills, the language barrier, and poor social services tend to encourage new immigrants to stick with their own ethnic group
- **Acculturation** – the process of learning how to operate within a new culture – essentially, it is the adopting of a second culture
- **Assimilation** – the adoption of a new culture and the abandonment of most aspects of an original culture
  - o But sometimes social or legal barriers hinder this movement
  - o **Cultural (behavioral) assimilation** – this refers to the situation in which an ethnic group maintains a strong self-identity yet has adopted enough of the culture traits of the host society to be a functioning member of it
  - o **Functional assimilation** – the fusion of an ethnic group with the majority society
- People are also economically and socially integrated into society and have increased political clout
- Intermarriage is a very common path to assimilation in many countries

Module 9C – The Geography of Ethnicity:
- Staying with the themes of pattern and process, we can look at both the geographic distribution of ethnic groups and the mechanisms that contribute to the observed geography – remember scale
- **Ethnic neighborhoods** – areas within cities that have concentrated populations of a particular ethnic group
    - ▪ Example – Chinatown **(Study Figures 9C.1)**
  - o Interesting reality of many ethnic neighborhoods is that they change their ethnic identity over time **(Study Figure 9C.2)**
  - o This often related to the availability or low-income housing
  - o As new migrants enter a city, they are generally without jobs or another steady source of income
  - o Thus, they need to find affordable housing
  - o In NYC, much of Chinatown today is in the same location as Little Italy was 50 years ago
  - o If an ethnic group does not assimilate into the majority of society, or if the larger society puts up barriers (such as racism or class discrimination) that keeps a group from assimilating, the group may be locate into a distinct geographic area
    - ▪ Example Jewish population in **ghettos** – a word that is Italian in origin and refers to an area set aside by the government of Venice for Jews in 1516
  - o Within the ghettos, local residents had a great deal of autonomy over their economic, political, and social lives **(Study Figures 9C.3 and .4)**
  - o In addition to mapping segregation, geographers can explore the spatial reasons segregation persists
  - o For example, as ethnic groups assimilate, they often move out of urban ethnic neighborhoods to the suburbs
    - ▪ Example – zoning laws
  - o Racism can also play a role
  - o This makes it more likely that some minority groups will remain in urban ethnic islands for longer than they would otherwise choose to do
  - o Segregation may also persist in some areas because members of the segregated group choose to live together rather than moving or assimilating
  - o Maintaining a segregated ethnic neighborhood has several advantages
    - ▪ First, it allows culture traits, such as language or religion, to be maintained

- - Second, self-segregation provides a measure of protection from outside challenges
    - Finally, self-segregation provides a social safety net in times of trouble
  - Segregation is still a reality in American cities
  - Blacks are still more segregated than most other minority groups (better between 1980-2000)
  - Hispanic segregation generally did not improve between 1980-2000; it actually got worse on some measures
  - Asian segregation shows a similar trend of a slight worsening
  - **(Study Figure 9C.5)**
- **Ethnic Islands** – areas of ethnic concentration in rural, or non-urban areas **(Study Figures 9C.6 and .7)**
    - Example – regions settled after the mid-nineteenth century Midwest and Great Plains
  - **Cluster migration** – whole communities settled by the same ethnic group (build towns similar to the ones left behind in Europe)
  - Ethnic islands can also happen because of chain migration

Module 9D – Ethnicity in the United States:
- Make sure you study the map

Module 9E – Ethnic Provinces:
- **Ethnic provinces** – large areas associated with a particular ethnic group
  - Examples – Quebec, Canada, Native Americans and Hispanics in Southwestern US, and Xinjiang Province in China
- Ethnic provinces have often been related to political conflict because of the "in" versus "out" aspect of ethnicity
- Ethnic province might seek to establish more autonomy
- **Chinese Ethnic Regions and Hanification**
  - Traditionally, ethnic identity was discouraged by the Communist Party because it promoted differences within the population
  - But in recent decades, Beijing has encouraged ethnic groups to practice their own beliefs and celebrate their cultural differences
  - But skeptics see Beijing's positive treatment as a way for the government to keep ethnic groups from seeking greater autonomy over their regions, or seen to seek independency
  - **Hanification** – refers to Beijing's giving incentives for ethnically Han Chinese, who make up 93% of China's population to move into ethnic areas, notably Tibet and Xinjiang Province, home of the Uighurs
  - Almost immediately after the 9/11 attacks on the US, China supported the US war on terror and began using the global concern about terrorism to crack down on supposed Islamic radicals in Xinjiang
  - Amnesty International claims that many have been executed for their views
  - China defines a terrorist as anyone who has "separatist" views – a very liberal interpretation, to say the least (Study Figures 9E.1 - .3)

Module 9F – Gender and Geography:
- In the past three decades, human geographers have increasingly looked at gender as a source of identity
- Geographers believe that society shapes spaces based on socially defined gender roles and that gender affects the way we interact with the world
- **Feminist geography** focuses on gender relationships as being central to our understanding of how space is created and arranged
- Social scientists use the term sex to refer to whether a person is biologically male or female
- **Gender** – refers to the societal norms and behaviors that are expected of males or females **(Study Figures 9F.1 and .2)**

- Some males adopt behaviors that are considered more feminine, and some females adopt behaviors that are traditionally masculine
- Geographically, we know that boys and girls are not treated the same by their parents
- Studies have shown, for example, that parents let boys wander and play farther from home than they allow girls
- Some researchers think that this difference in "home range" may affect the way girls and boys navigate later in life
- We've also seen societal spaces for men and women change over time
  - Workspace
- How we perceive the world is a function of biology, cultural norms, and life experience

Module 9G – The Global Geography of Gender:
- Study and understand Figure 9G.1