Contemporary Human Geography, 3e **(Rubenstein)**
Chapter 1 This Is Geography

1) What elements of study do human and physical geography have in common?
A) They are sometimes found as part of the same department in major universities.
B) They are concerned with where things occur and why they occur where they do.
C) They are trying to solve the problem of how to manage the natural environment.
D) They are trying to solve the problem of how to manage the growing human population.
Answer: B
Diff: 1
Section: 1.1
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 4. The physical and human characteristics of places
Glob Sci Outcome: G7. Demonstrate the ability to make connections between concepts across Geography.
Learning Outcome: 1.1: Define human and physical geography.

2) The first person to use the word *geography* was
A) Aristotle.
B) Eratosthenes.
C) Strabo.
D) Thales of Miletus.
E) Thucydides.
Answer: B
Diff: 3
Section: 1.1
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 4. The physical and human characteristics of places
Learning Outcome: 1.3: Trace the development of geography in the ancient world to the Middle Ages.

3) Scholars of the Ancient World
A) had a remarkable knowledge of planetary dimensions.
B) were all convinced that Earth was flat.
C) all lived along the eastern Mediterranean.
D) made maps, but not as accurate as those made in the years 100-500 A.D.
E) practiced philosophy but were not concerned with geography as we know it today.
Answer: A
Diff: 1
Section: 1.2
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 4. The physical and human characteristics of places
Learning Outcome: 1.3: Trace the development of geography in the ancient world to the Middle Ages.

4) In making a map, cartographers must strike a balance between
A) functional and formal regions.
B) vernacular and distributional concepts.
C) the amount of land and the level of detail displayed.
D) cylindrical and conic projections.
E) regions and locations.
Answer: C
Diff: 2
Section: 1.3
Bloom's Taxonomy: Application/Analysis
Geo Standard: 2. How to use mental maps to organize information about people, places, and environments in a spatial context
Learning Outcome: 1.25: Describe the importance of map scale and projections in making maps.

5) The science of making maps is
A) demography.
B) cartography.
C) topography.
D) geomorphology.
E) meteorology.
Answer: B
Diff: 1
Section: 1.3
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 5. That people create regions to interpret Earth's complexity
Learning Outcome: 1.4: Identify and explain the purpose of maps.

6) Scale is
A) the system used by geographers to transfer locations from a globe to a map.
B) the extent of spread of a phenomenon over a given area.
C) the difference in elevation between two points in an area.
D) the relationship between the length of an object on a map and that feature on the landscape.
E) the ratio of the largest to smallest areas on a map.
Answer: D
Diff: 2
Section: 1.3
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Learning Outcome: 1.25: Describe the importance of map scale and projections in making maps.

7) 1:24,000 is an example of what kind of scale?
A) bar line
B) metric scale
C) graphic scale
D) written scale
E) fractional scale
Answer: E
Diff: 2
Section: 1.3
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Learning Outcome: 1.25: Describe the importance of map scale and projections in making maps.

8) If the scale of a map is 1:100,000, then 1 centimeter on the map represents _____ on Earth's surface.
A) 1 kilometer
B) 10 kilometers
C) 10,000 kilometers
D) 100,000 kilometers
E) It depends on the size of the map.
Answer: A
Diff: 1
Section: 1.3
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G4. Demonstrate the quantitative skills needed to succeed in Geography.
Learning Outcome: 1.25: Describe the importance of map scale and projections in making maps.

9) In terms of Map Scale, a ratio of 1:2,000,000 means
A) 1 unit on the map represents 2 million of the same unit on the ground.
B) 1 unit on the ground represents 2 million of the same unit on the map.
C) the ratio between the smallest and largest features on the map.
D) the ratio between the largest and smallest features on the map.
E) the number of maps in print.
Answer: A
Diff: 1
Section: 1.3
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G3. Read and interpret graphs and data.
Learning Outcome: 1.4: Identify and explain the purpose of maps.

10) Compared to a globe, Greenland would appear on a Mercator Projection as
A) in the opposite hemisphere.
B) relatively small as compared to Africa.
C) relatively large as compared to Africa.
D) possessing much more topographical features.
E) exactly the same relative size to the other land masses.
Answer: C
Diff: 1
Section: 1.3
Bloom's Taxonomy: Application/Analysis
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G4. Demonstrate the quantitative skills needed to succeed in Geography.
Learning Outcome: 1.4: Identify and explain the purpose of maps.

11) Greenwich Mean Time is measured from
A) 0 degrees latitude.
B) 0 degrees longitude.
C) 90 degrees latitude.
D) 180 degrees longitude.
E) 90 degrees longitude.
Answer: B
Diff: 1
Section: 1.4
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Learning Outcome: 1.5: Define the geographic grid.

12) The International Date Line mostly follows
A) 0 degrees latitude.
B) 0 degrees longitude.
C) 90 degrees latitude.
D) 180 degrees longitude.
E) 90 degrees longitude.
Answer: D
Diff: 1
Section: 1.4
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Learning Outcome: 1.6: Compare and contrast the characteristics of lines latitude and longitude.

13) Where would you be located if you experienced exactly 12 hours of daylight?
A) North Pole
B) 0° longitude
C) Equator
D) Anywhere on the planet except the poles
E) Greenwich, England
Answer: C
Diff: 1
Section: 1.4
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills. G7. Demonstrate the ability to make connections across Geography.
Learning Outcome: 1.5: Define the geographic grid.

14) Time changes by one hour for each 15° degree change in longitude; this is because
A) it was determined by how fast 17th century ships could travel.
B) 15° insures that major population centers have unique time zones.
C) early navigation instruments did not allow better accuracy than 15 degrees.
D) 15° was chosen arbitrarily.
E) twenty-four latitude lines were chosen so that 24 hours represents a 360° revolution around the planet.
Answer: E
Diff: 1
Section: 1.4
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G4. Demonstrate the quantitative skills needed to succeed in Geography.
Learning Outcome: 1.8 Explain how we use longitude to calculate time.

15) Multiple "layers" of spatial information are stored in a(n)
A) GPS.
B) API.
C) remote sensing.
D) GIS.
E) map.
Answer: D
Diff: 2
Section: 1.5
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Learning Outcome: 1.9: Identify contemporary analytic tools of the geographers, including remote sensing, GPS, and GIS.

16) A computer system that stores, organizes, retrieves, analyzes, and displays geographic data is
A) GIS.
B) GPS.
C) remote sensing.
D) USGS.
E) topographic analysis.
Answer: A
Diff: 1
Section: 1.5
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Learning Outcome: 1.9: Identify contemporary analytic tools of the geographers, including remote sensing, GPS, and GIS.

17) The acquisition of data about Earth's surface from a satellite orbiting the planet or from another long-distance method is
A) GIS.
B) GPS.
C) remote sensing.
D) aerial photography.
E) USGS.
Answer: C
Diff: 1
Section: 1.5
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Learning Outcome: 1.9: Identify contemporary analytic tools of the geographers, including remote sensing, GPS, and GIS.

18) Which statement best describes the relationship between remote sensing and GIS?
A) A GIS is used to create remotely sensed images.
B) Remotely sensed images can be used in a GIS.
C) Remote sensing is another term for GIS.
D) There is no relationship.
E) The letters in GIS stand for "remote sensing" in French.
Answer: B
Diff: 3
Section: 1.5
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills.
Learning Outcome: 1.9: Identify contemporary analytic tools of the geographers, including remote sensing, GPS, and GIS.

19) What determines the smallest feature that a Geographic Information System (GIS) can detect?
A) depends on the computer power of the GIS system
B) determined by the resolution of the scanner used for the remote sensing
C) determined by the altitude of the satellites
D) established by the NASA rules and regulations
E) military specification
Answer: B
Diff: 2
Section: 1.5
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills. G4. Demonstrate the quantitative skills needed to succeed in Geography.
Learning Outcome: 1.9: Identify contemporary analytic tools of the geographers, including remote sensing, GPS, and GIS.

20) The name given to a portion of Earth's surface is known as
A) location.
B) site.
C) situation.
D) toponym.
E) jargon.
Answer: D
Diff: 1
Section: 1.6
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 4. The physical and human characteristics of places
Learning Outcome: 1.10a: Explain how geographers can use characteristics such as location, site, situation and toponyms to describe the unique nature of place.

21) Site identifies a place by its
A) location relative to other objects.
B) mathematical location on Earth's surface.
C) nominal location.
D) unique physical characteristics.
E) primary dimensions.
Answer: D
Diff: 1
Section: 1.6
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Learning Outcome: 1.10a: Explain how geographers can use characteristics such as location, site, situation and toponyms to describe the unique nature of place.

22) Situation identifies a place by its
A) location relative to other objects.
B) mathematical location on Earth's surface.
C) nominal location.
D) unique physical characteristics.
E) primary dimensions.
Answer: A
Diff: 3
Section: 1.6
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Learning Outcome: 1.10a: Explain how geographers can use characteristics such as location, site, situation and toponyms to describe the unique nature of place.

23) _____ helps us find an unfamiliar _____ by comparing its location with a familiar one.
A) Place, situation
B) Situation, place
C) Maps, situation
D) Situation, location
E) Geographers, location
Answer: B
Diff: 3
Section: 1.6
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Glob Sci Outcome: G7. Demonstrate the ability to make connections between concepts across Geography.
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

24) An area distinguished by a unique combination of features is a(n)
A) biome.
B) landscape.
C) region.
D) uniform unit.
E) ecosystem.
Answer: C
Diff: 2
Section: 1.7
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 5. That people create regions to interpret Earth's complexity
Learning Outcome: 1.24: Classify regions as functional, formal, or vernacular.

25) Which is not an example of a functional region?
A) the circulation area of a newspaper
B) the area of dominance of a television station
C) the market area of a supermarket
D) the area dominated by a particular crop
E) the area served by a sports franchise
Answer: D
Diff: 2
Section: 1.7
Bloom's Taxonomy: Application/Analysis
Geo Standard: 5. That people create regions to interpret Earth's complexity
Learning Outcome: 1.24: Classify regions as functional, formal, or vernacular.

26) Moving toward the Southern border of the United States, English becomes less common and Spanish is more often spoken. What type of region does this gradual change of language reflect?
A) formal
B) functional
C) vernacular
D) bilingual
Answer: B
Diff: 2
Section: 1.7
Bloom's Taxonomy: Application/Analysis
Geo Standard: 5. That people create regions to interpret Earth's complexity
Learning Outcome: 1.24: Classify regions as functional, formal, or vernacular.

27) The state of Texas is best considered a formal region because
A) only one language is spoken everywhere in the region.
B) the same state laws apply everywhere in the region.
C) the climate is the same everywhere in the region.
D) it is a part of the United States.
Answer: B
Diff: 3
Section: 1.7
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 5. That people create regions to interpret Earth's complexity
Learning Outcome: 1.24: Classify regions as functional, formal, or vernacular.

28) A formal region defines an area
A) which has a centralized government.
B) which has variation in human or physical geographic characteristics.
C) in which everyone shares in common one or more distinctive characteristics.
D) which is connected by established transportation routes.
E) which is organized around a node.
Answer: C
Diff: 2
Section: 1.7
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 5. That people create regions to interpret Earth's complexity
Glob Sci Outcome: G4. Demonstrate the quantitative skills needed to succeed in Geography.
Learning Outcome: 1.10a: Explain how geographers can use characteristics such as location, site, situation and toponyms to describe the unique nature of place.

29) What region is best described as Functional?
A) the service area for a carpet cleaning company
B) the state of New York
C) the wheat belt in the United States
D) the best region to listen to country music
E) the Rocky Mountains
Answer: A
Diff: 2
Section: 1.7
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 5. That people create regions to interpret Earth's complexity
Glob Sci Outcome: G4. Demonstrate the quantitative skills needed to succeed in Geography.
Learning Outcome: 1.10a: Explain how geographers can use characteristics such as location, site, situation and toponyms to describe the unique nature of place.

30) To geographers, the spread of McDonald's around the world represents
A) a popular fad.
B) a unique taste in nearly every location.
C) the relocation diffusion of restaurants.
D) economic and cultural globalization.
Answer: D
Diff: 1
Section: 1.8
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 11. The patterns and networks of economic interdependence on Earth's surface
Learning Outcome: 1.12: Cite examples of changes in economy and culture occurring at global and local scales.

31) Brazil currently has the seventh largest economy in the world, yet Figure 1.8.5 tells us that there is a _____ income gap between the _____ and _____ 10%. This disparity is best explained by _____ access.
A) small, upper, lower, equal
B) large, lower, upper, unequal
C) designed, upper, lower, legal
D) small, upper, lower, unequal
E) small, lower, upper, equal
Answer: B
Diff: 2
Section: 1.8
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 11. The patterns and networks of economic interdependence on Earth's surface
Glob Sci Outcome: G3. Read and interpret graphs and data.
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

32) The beach at Ipanema, Brazil, can be studied using tools
A) only from physical geography.
B) only from human geography.
C) from both human and physical geography.
D) only from oceanography.
E) from both metric and English systems of measure.
Answer: C
Diff: 1
Section: 1.9
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 4. The physical and human characteristics of places
Glob Sci Outcome: G7. Demonstrate the ability to make connections between concepts across Geography.
Learning Outcome: 1.1: Define human and physical geography.

33) The arrangement of a feature across Earth's surface is its
A) regional analysis.
B) spatial analysis.
C) spatial association.
D) distribution.
E) regional dissociation.
Answer: D
Diff: 2
Section: 1.9
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

34) The frequency of something within a given unit of area is
A) concentration.
B) density.
C) distribution.
D) pattern.
E) dispersion.
Answer: B
Diff: 2
Section: 1.9
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

35) The spread of something over a given study area is
A) concentration.
B) density.
C) distribution.
D) pattern.
E) diffusion.
Answer: A
Diff: 2
Section: 1.9
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

36) What is the difference between density and concentration? Density is the _____ with which something occurs in _____, and _____ is the extent of a feature's spread over space.
A) space, concentration, frequency
B) frequency, space, concentration
C) period, space, time
D) period, concentration, space
E) frequency, time, space
Answer: B
Diff: 2
Section: 1.9
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Glob Sci Outcome: G7. Demonstrate the ability to make connections between concepts across Geography.
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

37) What elements of study do physical and human geography share?
A) They are concerned with patterns in space and why and where things occur.
B) They both are trying to solve human's influence on the environment.
C) It is common for professors to teach both areas.
D) They are both concerned with the migration of people from one area to another.
E) They both focus on the cultural aspects of geography.
Answer: A
Diff: 1
Section: 1.10
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 4. The physical and human characteristics of places
Glob Sci Outcome: G7. Demonstrate the ability to make connections between concepts across Geography.
Learning Outcome: 1.1: Define human and physical geography.

38) What area of human geography would be most appropriate to examine how a local government pursued policies to only snow plow affluent neighborhoods after heavy snowfall?
A) Behavioral geography
B) Humanistic geography
C) Poststructuralist geography
D) Physical geography
E) Cultural geography
Answer: C
Diff: 1
Section: 1.10
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 12. The processes, patterns, and functions of human settlement
Glob Sci Outcome: G7. Demonstrate the ability to make connections between concepts across Geography.
Learning Outcome: 1.15: Illustrate how patterns in space can vary according to gender, sexuality and ethnicity.

39) The reduction in the time it takes to diffuse something to a distant place is called
A) expansion diffusion.
B) stimulus diffusion.
C) distance decay.
D) space-time compression.
E) spatial interaction.
Answer: D
Diff: 2
Section: 1.10
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Glob Sci Outcome: G7. Demonstrate the ability to make connections between concepts across Geography.
Learning Outcome: 1.14: Describe how patterns can vary in time and space.

40) Which is a form of expansion diffusion?
A) contagious
B) hierarchical
C) stimulus
D) All of these are forms of expansion diffusion.
Answer: D
Diff: 3
Section: 1.11
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Learning Outcome: 1.18: Illustrate how phenomena can spread across space over time through various types of diffusion.

41) The concept of space-time compression means
A) as an object moves faster through space, time slows for that object.
B) people no longer have time to read books.
C) today it is harder than ever to keep track of what is happening in distant places.
D) distant places in the world are becoming effectively closer together.
E) there is more space in smaller places than ever.
Answer: D
Diff: 2
Section: 1.11
Bloom's Taxonomy: Application/Analysis
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

42) Figure 1.11.1 provides relocation diffusion maps over a period of selected months. For May 2002, how would you best explain the map color difference between the cities of Nantes and Paris?
A) A higher percentage of people in Paris as compared to Nantes possessed Euro coins that were issued by a country other than France.
B) A higher density of people in Paris as compared to Nantes possessed Euro coins that were issued by a country other than France.
C) People in Nantes possessed fewer coins that were issued by a country other than France, as compared to Paris, probably because they tended to use credit cards more.
D) People in Nantes possessed more coins that were issued by a country other than France, as compared to Paris, probably because they tended to use credit cards less.
E) A lower density of people in Paris as compared to Nantes possessed Euro coins that were issued by a country other than France
Answer: A
Diff: 2
Section: 1.11
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G3. Read and interpret graphs and data.
Learning Outcome: 1.17: Identify diffusion, hearth, spatial interaction, distance decay.

43) Of the four major Earth systems, which one is composed of living organisms?
A) atmosphere
B) hydrosphere
C) lithosphere
D) biosphere
Answer: D
Diff: 1
Section: 1.12
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 7. The physical processes that shape the patterns of Earth's surface
Learning Outcome: 1.20: Identify the four spheres of the Earth system.

44) An ecosystem is best described as
A) a system that is composed of nonliving or inorganic matter.
B) a system composed of living organisms.
C) a group of living organisms and the abiotic spheres with which they interact.
D) all living organisms in the atmosphere, hydrosphere, and lithosphere.
E) a group of living plants and the soil types that is present.
Answer: C
Diff: 1
Section: 1.12
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 5. That people create regions to interpret Earth's complexity
Glob Sci Outcome: G7. Demonstrate the ability to make connections between concepts across Geography.
Learning Outcome: 1.21: Explain how the ecosystems that make up the biosphere interact with Earth's abiotic systems.

45) According to environmental determinism,
A) the physical environment causes social development.
B) the physical environment sets limits on human actions.
C) people can adjust to the physical environment.
D) people can choose a course of action from many alternatives offered by the physical environment.
E) people determine their physical environment.
Answer: A
Diff: 3
Section: 1.13
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 15. How physical systems affect human systems
Learning Outcome: 1.22: Compare and contrast environmental determinism and possibilism.

46) The concept that the physical environment limits human actions, but that people have the ability to adjust to the physical environment is
A) climate.
B) environmental determinism.
C) possibilism.
D) spatial association.
E) cultural relativism.
Answer: C
Diff: 1
Section: 1.13
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 15. How physical systems affect human systems
Learning Outcome: 1.22: Compare and contrast environmental determinism and possibilism.

47) The study of how humans and the environment interact is called
A) environmental determinism.
B) cultural ecology.
C) cultural diffusion.
D) natural science.
Answer: B
Diff: 3
Section: 1.13
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 15. How physical systems affect human systems
Learning Outcome: 1.21: Explain how the ecosystems that make up the biosphere interact with Earth's abiotic systems.

48) Why do you think the government and people of the Netherlands have a big stake in curtailing global warming?
A) They don't have enough fresh drinking water.
B) A rise of the sea level would threaten their dike systems and could cause a significant loss of land and developed infrastructure.
C) They welcome global warming because it is so cold there.
D) They rely on wind energy, and global warming might change the direction and intensity of the wind.
E) They are responsible for causing much of the global warming and feel responsible.
Answer: B
Diff: 1
Section: 1.13
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 18. How to apply geography to interpret the present and plan for the future
Glob Sci Outcome: G5. Demonstrate an understanding of the impact of science on society.
Learning Outcome: 1.23: Describe environmental modification in the Netherlands and South Florida.

49) Geographers draw two types of lines (or arc) on maps to indicate location. The lines (or arcs) drawn between the North and South Poles are known as _____. The circles drawn parallel to the Equator are known as _____.
Answer: meridians (or lines of longitude); parallels (or lines of latitude)
Diff: 3
Section: 1.4
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G3. Read and interpret graphs and data.
Learning Outcome: 1.5: Define the geographic grid.

50) Local _____ is in opposition to the force of globalization.
Answer: diversity
Diff: 3
Section: 1.8
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 11. The patterns and networks of economic interdependence on Earth's surface
Learning Outcome: 1.12: Cite examples of changes in economy and culture occurring at global and local scales.

51) The frequency of a phenomenon over a given study area is defined as _____.
Answer: density
Diff: 1
Section: 1.9
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Glob Sci Outcome: G4. Demonstrate the quantitative skills needed to succeed in Geography.
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

52) The extent of a feature's spread over space is defined as _____.
Answer: concentration
Diff: 1
Section: 1.9
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Learning Outcome: 1.13: Define density, concentration, and pattern as properties of distribution across space.

53) If there were no maps, could geography exist as a discipline? Why or why not?
Answer: Varies
Diff: 3
Section: 1.3
Bloom's Taxonomy: Synthesis/Evaluation
Geo Standard: 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills.
Learning Outcome: 1.4: Identify and explain the purpose of maps.

54) Discuss the concept of a region in geography.
Answer: Varies
Diff: 3
Section: 1.7
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 5. That people create regions to interpret Earth's complexity
Glob Sci Outcome: G8. Communicate effectively in writing.
Learning Outcome: 1.24: Classify regions as functional, formal, or vernacular.

55) Why should we be cautious in describing some formal regions?
Answer: Varies
Diff: 3
Section: 1.7
Bloom's Taxonomy: Synthesis/Evaluation
Geo Standard: 5. That people create regions to interpret Earth's complexity
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills.
Learning Outcome: 1.24: Classify regions as functional, formal, or vernacular.

56) List each type of region described in the textbook and give an example of each.
Answer: Formal, functional and vernacular. Examples will vary.
Diff: 3
Section: 1.7
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 5. That people create regions to interpret Earth's complexity
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills.
Learning Outcome: 1.24: Classify regions as functional, formal, or vernacular.

57) To whom might globalization represent a threat? Name a group and explain why.
Answer: Varies
Diff: 3
Section: 1.8
Bloom's Taxonomy: Knowledge/Comprehension
Geo Standard: 11. The patterns and networks of economic interdependence on Earth's surface
Glob Sci Outcome: G8. Communicate effectively in writing.
Learning Outcome: 1.12: Cite examples of changes in economy and culture occurring at global and local scales.

58) Explain why Figure 1.19 Three Pillars of Sustainability has overlapping regions and what meaning this overlap is intended to convey.
Answer: Varies
Diff: 2
Section: 1.12
Bloom's Taxonomy: Application/Analysis
Geo Standard: 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills.
Learning Outcome: 1.19: Explain how the three aspects of sustainability are connected to each other.

59) What are the main differences between the environmental determinist and possibilist approaches to cultural ecology?
Answer: Varies
Diff: 2
Section: 1.13
Bloom's Taxonomy: Application/Analysis
Geo Standard: 15. How physical systems affect human systems
Learning Outcome: 1.22: Compare and contrast environmental determinism and possibilism.

60) Provide an example of Geographers explaining connections between human activities and the physical environment in terms of **environmental determinism**, and also for **possibilism**.
Answer: Varies
Diff: 2
Section: 1.13
Bloom's Taxonomy: Application/Analysis
Geo Standard: 15. How physical systems affect human systems
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills.
Learning Outcome: 1.22: Compare and contrast environmental determinism and possibilism.

61) Explain what resulted from human actions in the Everglades and why this result is considered "Unsustainable Modification."
Answer: Varies
Diff: 2
Section: 1.13
Bloom's Taxonomy: Application/Analysis
Geo Standard: 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
Glob Sci Outcome: G2. Demonstrate the ability to think critically and employ critical thinking skills.
Learning Outcome: 1.23: Describe environmental modification in the Netherlands and South Florida.