

**Chapter 4**  
**The Human World**  
**Outline**

**I. World Population**

A. Population Growth

1. Demographic transition

- a. Demographers study populations by birthrate, death rate, and migration.
- b. Demographic transition model uses birthrates and death rates to show changes in population growth.
- c. The doubling in time or the number of years it takes to double in size has been reduced to only 25 years in some parts of Asia, Africa, and Latin America.

2. Challenges of Growth

- a. Rapid population growth presents many challenges to the global community.
- b. Some populations that grow rapidly use resources more quickly.
- c. Scientists continue to study and develop ways to boost agricultural productivity.

3. Negative Population Growth

- a. Some countries in Europe are beginning to experience negative population growth, in which the annual death rate exceeds the birth rate.
- b. Not only do population growth rates vary among the Earth's regions, but the planet's population distribution, the pattern of human settlement, is uneven as well.
- c. Of all the continents, Europe and Asia are the most densely populated.

## **I. World Population [Continued]**

### **B. Population Distribution**

#### **1. Population Density**

- a. Geographers determine how crowded a country or region is by measuring population density—the number of people living on a square mile or a square kilometer of land.
- b. Canada has a low population density of about 8 people per square mile, which offers wide-open spaces and the choice of living in thriving cities or quiet rural areas.
- c. Countries with populations of about the same size do not necessarily have similar population densities.
- d. Egypt is a desert, most of its people live along the Nile River.

#### **2. Population Movement**

- a. The resulting growth of city populations brought about by such migration and the changes that come with this increase are called urbanization.
- b. The primary cause of urbanization is the desire of rural people to find jobs and a better life in more prosperous urban areas.
- c. About half of the world's people live in cities, and between 1960 and 2005, the population of metropolitan Mexico City rose from about 5 million to more than 19 million.
- d. In the past 40 years, economic pull factors have drawn millions of people from Africa, Asia, and Latin America to the wealthier countries of Europe, North America, and Australia.

## I. World Population [continued]

### C. Focus on Indianapolis

#### 1. Population Trends 1950s and 60s

- a. Mobilization for war production during World War II created nearly 19 million new jobs in the United States.
- b. Population growth in Indianapolis, like many other cities after World War II, is also explained by the phenomenon known as the “baby boom,” which occurred from 1945 to 1961.
- c. Throughout the 1950s and 1960s, the Indianapolis Public Schools made numerous modifications to accommodate the growth in student enrollment,

#### 2. 1970 Government Merger

- a. By the 1960s, Indianapolis had grown to encompass much of Marion County.
- b. The Indiana General Assembly made the plan official on January 1, 1970, and formed a new consolidated government called Unigov.
- c. Many experts believe that consolidation of the two governments has improved economic development in the region and reduced inequalities between city and suburban residents.
- d. In 2005 the City-County Council approved a plan to merge the Indianapolis Police Department and the Marion County Sheriff’s Department.

#### 3. Population Trend since 1970

- a. While Unigov caused the 1970 census to show a large increase in Indianapolis’s population, the 1980 census showed a slight decline.
- b. Indianapolis’s population rebounded in the 1990s, however, as a result of economic revitalization efforts in the downtown area.
- c. The city of Indianapolis, like

#### 4. Future Population Trends

- a. The city of Indianapolis like any other large metropolitan area, poses certain problems to the local environment.
- b. Despite the city’s environment shortcomings, efforts have been made to confront future problems.
- c. The population of Indianapolis is projected to continue growing for the next 20 years, but at a slower rate than during the past decade.

## II. Global Cultures

### A. Elements of Culture

1. Language is a key element in a culture's development.
2. Religion
  - a. Religious beliefs vary significantly around the world, and struggles over religious differences can be a source of conflict.
3. Social Groups
  - a. an ethnic group is made up of people who share a common language, history, place of origin, or a combination of these elements.
4. Government and Economy
  - a. Governments are organized by levels of power—national, regional, and local—and by type of authority—a single ruler, a small group or leaders, or a body of citizens and their representatives.
- 5.. Culture Regions
  1. Each culture region includes countries that have certain traits in common.

### B. Cultural Change

1. the process of spreading new knowledge from one culture to another is called cultural diffusion.
2. The Agricultural Revolution
  - a. Cultural diffusion has been a major factor in cultural development since the dawn of human history.
  - b. Civilizations are highly organized, city-based societies with an advanced knowledge of farming, trade, government, art, and science.
3. Cultural hearths
  - a. The world's first civilizations arose in culture hearths, early centers of civilization whose ideas and practices spread to surrounding areas.
  - b. There are 5 culture hearths; Egypt, Iraq, China, Pakistan, and Mexico.
  - c. Surplus food set the stage for rise of cities and civilizations.
4. Cultural Contacts
  - a. Cultural contact among different civilizations promoted cultural change as ideas and practices spread through trade and travel.
5. Industrial and Information Revolutions
  - a. Cultural diffusion has increased rapidly during the last 250 years.
  - b. At the end of the 1900s, the world experienced a new turning point—the information revolution.

## II. Global Cultures (continued)

### C. Agricultural Revolutions-

1. How did the agricultural revolutions impact Native Americans?
  - a. Over the course of human history, four agricultural revolutions have occurred which have dramatically altered the human capacity to shape the natural environment.
2. How did Native Americans change their environment?
  - a. Early humans were nomadic, reacting to their environment by following migrating animal herds and gathering edible plants.
3. Domestication of Plants
  - a. Plant domestication, the second agricultural revolution, further changed how Native Americans interacted with their environment.
  - b. Native Americans in the American southwest domesticated squash and beans but relied heavily on corn as a source of nutrition.
4. How did these Revolutions impact Native Americans?
  - a. These agricultural revolutions also altered Native American society.
  - b. The Native Americans of North America lived in a variety of climates and therefore formed a variety of cultural systems to respond to those climates.

### III. Political and Economic Systems

#### A. Features of Government

##### 1. Levels of Government

- a. The government of each country has unique characteristics that relate to that country's historical development.
- b. A unitary system of government gives all key powers to the national or central government.
- c. A federal system of government divides the powers of government between the national government and state or provincial governments.

##### 2. Types of Governments

- a. Governments can be classified by asking the question: Who governs the state?
- b. Any system of government in which the power and authority to rule to belong to a single individual is an autocracy.
- c. Several forms of autocracy exist.
- d. Monarchy is another form of autocratic government.
- e. Today some countries, such as the United Kingdom, Sweden, Japan, Jordan, and Thailand, have constitutional monarchies.
- f. A oligarchy is any system of government in which a small group holds power.
- g. A democracy is any system of government in which leaders rule with the consent of the citizens.

### III. Political and Economic Systems (continued)

#### B. Economic Systems

1. Traditional Economy
  - a. In a Traditional economy, habit and custom determine the rules for all economic activity.
2. Market Economy
  - a. In a market economy, individuals and private groups make decisions about what to produce.
  - b. A mixed economy is one in which the government supports and regulates free enterprise through decisions that affect the marketplace.
  - c. Governments in modern mixed economics also influence their economics by spending tax revenues to support social services.
3. Command Economy
  - a. In a command economy, the government owns or directs the means of production—land, labor, capital (machinery, factories), and business managers—and controls the distribution of goods.
  - b. A command economy is called either socialism or communism, depending on how much the government is involved.
  - c. Supporters of the market system claim, however, that without free decision making and incentives, businesses will not innovate or produce products that people want.
  - d. China and Vietnam have allowed some free enterprise to promote economic growth, although their governments tightly control political affairs.
  - e. Socialism allows a wider range of free enterprise.

### III. Political and Economic Systems (continued)

C. Revolutionary Change: What caused American and French Revolutions, and what political ideas spread as a result?

1. What ideas led to the American and French Revolutions?
  - a. In Two Treaties of Government, written in 1690, the English philosopher John Locke argued that all people had certain natural rights and that when a government stopped protecting people's rights, the people had a right to overthrow it.
  - b. Revolutions can be violent or nonviolent.
  - c. During the Enlightenment, many writers discussed the nature of government.
2. What were the causes and events of these revolutions?
  - a. The mid-1700s were a time of war in Europe.
  - b. In 1773 colonists raided a British tea ship in Boston Harbor to protest the Tea Act.
3. French Revolution
  - a. Wars in the 1700s left France, like Britain, deeply in debt.
  - b. In July 1788, the French king, Louis XVI, called a meeting of the Estates General.
  - c. Riots and protests erupted across the country.
  - d. Over the next decade, various groups in the National Assembly struggled for power.
4. What political ideas were spread?
  - a. The American and French Revolutions gave birth to the idea of nationalism—that a people with a common identity ought to have their own nation.
  - b. The revolutions also contributed to the spread of democratic and republic ideas.

## **V. Resources, Trade, and the Environment**

### **A. Resource Management**

1. Earth provides all the elements of necessary to sustain life.
2. Because of fossil fuels, such as coal and oils, and other non renewable resources cannot be replaced, they must be reserved.
  - a. With these future needs in mind, environmental experts have encouraged people to replace their dependence on fossil fuels with the use of renewable resources.

### **B. Economic and World Trade**

1. Most natural resources are not evenly distributed throughout the Earth.

#### **2. Economic Development**

- a. Geographers and economists classify all of the world's economic activities into four types: Primary, Secondary, Tertiary, and Quaternary economic activities.
- b. Economic activities including industrialization, or the spread of industry, help influence a country's level of development.
- c. Newly industrialized countries have moved from primarily agricultural to primarily manufacturing and industrial activities.
- d. The global influence of developed countries has sparked resentment in some developing countries.

#### **3. World Trade**

- a. The unequal Distribution of natural resources is one factor that promotes a complex network of trade among countries.
- b. Other factors affecting world trade are differences in labor costs and education levels.
- c. A government conducts its country's trade to benefit its own economy.
- d. Governments sometimes create other barriers to trade.
- e. In recent years governments around the world have moved toward free trade, the removal of trade barriers so that goods can flow freely among countries.
- f. In various parts of the world, several countries have joined together to create regional free trade agreements.
- g. In recent decades, economic activities have drastically affected the environment.

## **V. Resources, Trade, and the Environment (continued)**

### **C. People and the Environment**

#### **1. Water and Land Pollution**

- a. Earth's bodies of water are normally renewable, purifying themselves over time, but this natural cycle can be interrupted by human activity.
- b. Land pollution occurs when chemical waste poisons fertile topsoil or solid waste is dumped in landfills.

#### **2. Air Pollution**

- a. The main source of air pollution is the burning of fossil fuels by industries and vehicles.
- b. Forests provide animal habitats, prevent soil erosion, and carry on photosynthesis—the process by which plants take in carbon dioxide and, in the presence of sunlight, produce carbohydrates.
- c. Some scientists believe that rising levels of carbon dioxide in the atmosphere are contributing to a general increase in the Earth's temperature, a trend called global warming.

#### **3. The Fragile Ecosystem**

- a. As humans expand their communities, they threaten natural ecosystems, places where the plants and animals are dependent upon one another and their environment for survival.

## **V. Resources, Trade, and the Environment (continued)**

**D. Indiana's Auto Industry:** How has it changed, and what impact has it had on the communities where the factories are located?

1. What destroyed Indiana's auto industry?
  - a. In the early 1900s, Indiana was a leading manufacturer of American cars and rivaled Detroit in terms of annual production.
  - b. In the early 1910s and 1920s, when Henry Ford introduced the assembly line to mass-produce his Model T, that all changed.
2. Why did the auto industry make a comeback?
  - A. In 1968 Fuji Heavy Industries Ltd. And Isuzu chose Lafayette, Indiana, as the site of a new manufacturing plant.
  - b. The trend of foreign carmakers setting up operation in the United States is a result of the demand for their products.
3. What has the comeback meant for the local and state economies?
  - a. The impact of an automobile manufacturing plant on a local community's economy is vast.
  - b. When Toyota announced plans to build a new manufacturing plant in Indiana in 1995, the initial investment of one billion dollars was meant to build an auto plant that would create around 1300 jobs.
  - c. A study conducted by the University of Evansville and the University of Southern Indiana found that for the 2.3 billion dollars Toyota spends for annual plant expenditures, 5.5 billion dollars are created in economic output statewide.
  - d. Most of the additional jobs come from direct suppliers of Toyota.
  - e. The June 2006 announcement of the Honda Motor Company's intentions to build its own auto plant in Greensburg, Indiana, points to the continued economic viability of the state.

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