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Beyond “Through the Looking Glass” Borders: a Content Analysis of North Africa/Southwest Asia in College-level World Regional Geography Textbooks

Parisa Meymand

University of Wisconsin-Milwaukee

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BEYOND “THROUGH THE LOOKING GLASS” BORDERS: A CONTENT ANALYSIS OF
NORTH AFRICA/SOUTHWEST ASIA IN COLLEGE-LEVEL WORLD REGIONAL
GEOGRAPHY TEXTBOOKS

by

Parisa Meymand

A Dissertation Submitted in
Partial Fulfillment of the
Requirements for the Degree of

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ABSTRACT

BEYOND “THROUGH THE LOOKING GLASS” BORDERS: A CONTENT ANALYSIS OF NORTH AFRICA/SOUTHWEST ASIA IN COLLEGE-LEVEL WORLD REGIONAL GEOGRAPHY TEXTBOOKS

by

Parisa Meymand

The University of Wisconsin-Milwaukee, 2019
Under the Supervision of Professor Jeffrey M. Hawkins

Many college teachers have a required textbook(s) for their courses, yet textbooks often misrepresent facts both directly and indirectly — through both the perspective and possible bias of the author(s) and/or the omission of information and events. As textbooks are primary sources of knowledge, and students believe the information to be true, it is important to examine their content. Thus, seven editions of *Geography: Realms, Regions and Concepts* were analyzed to address the sense of place and portrayal of North Africa/Southwest Asia. Utilizing both qualitative and quantitative Content Analysis based on seven selected editions of World Regional Geography textbooks, this study examined individual editions, as well as the patterns and differences between editions. The findings indicated that there was an incomplete narrative of the realm of North Africa/Southwest Asia, and an inconsistent narrative between world realms. The conclusions support a need for a more balanced representation of the realm of North Africa/Southwest Asia.

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Chapter 1: Introduction

During the spring semester of 2018, I asked the students in my Ethnic Geography course about their favorite chapter covered in the course. Almost all responded that their favorite chapter was on Iranians, people from a country located in Southwest Asia (many refer to this as part of the Middle East). In their explanations, many explained that they did not know much about Iranians prior to the course, and were quick to generalize all groups from the region of Southwest Asia as the same. Others stated that they had not previously learned anything positive about Iran and that Iranians are often subject to the single story. Many responses indicated how much students learned about Iranians during the course — largely because of sharing my own background as a second-generation Iranian-American.

After hearing these comments from my students about Iran, I reflected on a conversation I had during the winter of 2018 with my father, a first-generation Iranian-American. He spoke about how different the United States (U.S.) might be in terms of knowledge of Iranians if every school district had a teacher of Iranian descent. While his comment related particularly to Iranians (from the realm of North Africa/Southwest Asia), the same statement could be said about any other teacher of another background and that knowledge being passed to students. Teachers cannot be expected to be experts on every country and ethnicity, so how can educators adequately and accurately relay knowledge about other countries and ethnicities?

Textbooks

Textbooks are the most accessible and fundamental material available to the teacher and to the student, and if the information is not in a textbook, it is often absent from the curriculum (Mayer, 1989; Al Qazzaz, 2002, Field, Bauml, Wilhelm & Jenkins, 2012). Nevertheless, textbooks often misrepresent facts both directly and indirectly — through both the perspective

and possible bias of the author and/or the omission of information and events (Apple, 1993; Hefny, 1995; Apple, 2000; Douglas & Dunn 2003; Moreau, 2003; Loewen, 2007; Hong, 2009; Brown & Brown, 2010; Öztürk, 2011; Brown, 2011; Saleem & Thomas, 2011; Hawkins, 2012; Zagumny & Richey, 2012; Witschonke, 2013; Eraqi, 2015; Southworth, 2015; Parker, Larkin & Cockburn, 2017; Southworth 2018). Yet, many high school and college teachers rely heavily on the textbook as their main tool of instruction (Banks, 1969; Keith, 1991; Schug, Western & Enochs 1997; Afflerbak and VanSledright, 2001; Bednarz, 2004; Apple, 2006; Hong, 2009; Chappell, 2010; Fuchs, 2011; Hawkins, 2012; Zagumny & Richey 2012; Southworth, 2015; Southworth 2018).

Surveys regarding textbooks and their use were given to five hundred social studies teachers across the Midwest. The textbook survey results contained teacher statements such as, “textbooks help me organize my teaching activities” and found the instructional value of textbooks as “significantly high” (Schug, Western & Enochs 1997, p.98). Others, including Hong (2009), describe textbooks as “the primary pedagogical tools used in classrooms” (p.88).

Why do teachers rely on textbooks? Time is one reason for textbook reliance, as content is already available and ready for use; if the textbook is not available for use, new lessons and materials need to be researched and created which is time consuming (Schug, Western & Enochs 1997). Since textbooks remain the primary source of instruction (Schug, Western & Enochs 1997; Apple, 2006; Zagumny & Richey, 2012), they convey the dominant source of knowledge in the classroom (Fuchs, 2011). As a result of this dominance, textbooks must be examined for their content, as they impact both the teachers and students who read them (Edmonds, 1994; Clawson, 2002). Not only do students believe the information in the textbook to be true,

textbooks also “provide a glimpse into a country’s cultural norms and values” (Edmonds, 1994, p.3).

The Impact of Education and World Regional Geography

Educational settings provide an opportunity to address concerns about the perspective displayed in textbook content and to correct the dominant narrative (information told through the perspective of Eurocentric culture). For example, the study of regional geography provides an opportunity to examine dominant narratives in educational settings. Geographers use a spatial approach as a starting point to answer questions such as (1) where is it, (2) what are the patterns, (3), why is it there, and (4) why does it matter to us and others? Using this spatial lens, geography, unlike any other discipline, “attempts to understand foreign cultures and distant regions” (de Blij 2005, p.6). Therefore, this study, centered on World Regional Geography textbooks, intends to offer insight into whether such dominant narratives also enter the discipline of geography.

Hundreds of colleges and universities in the U.S. offer World Regional Geography as introductory level courses (Rees & Legates, 2013). The class size of a World Regional course varies widely, from 30-300 students per course, with larger public university classes hosting larger enrollments (Al-Qazzaz, 2002; Rees & Legates, 2013). This is important as it is the most common geography course with the highest enrollment offered throughout the U.S., and it is a course that attracts a large number of students with many non-majors (Mueller, 2003; Rees & Legates, 2013). As it is a course offered to non-geography majors, World Regional Geography has the potential to reach a greater population of college students, emphasizing its importance of study. It is also important to note a trend in a dominant textbook in World Regional Geography. According to geography professors questioned at the AP Human Geography Reading (most of

whom also teach World Regional Geography courses), many use the best-selling text *Geography: Realms, Regions, and Concepts* (de Blij, Muller, & Nijman) to teach their World Regional Geography courses.

Being Human

Furthermore, it is important to acknowledge the human element in teaching World Regional Geography courses. Faculty members who are teaching assistants, lower in seniority, and adjuncts teach most introductory-level college courses (Al-Qazzaz, 2002). These faculty members normally rely more heavily on the textbook required for the course “to organize their lectures and presentations in order to give an organized overview of the subject matter and present a clear picture of the essentials of the field” (Al-Qazzaz, 2002, p.1). Therefore, even in college classrooms, textbooks remain an essential component (Al-Bataineh, 1998; Al-Qazzaz, 2002; Clawson, 2002; van Eijck & Roth, 2007).

Ostensibly, the authors and publishers of World Regional Geography textbooks intend to help students gain an awareness, understanding, and appreciation of regions — and of the peoples and places within these regions. World Regional Geography textbooks also introduce, discuss, provide examples of basic geographic terms and concepts in addition to the concept of region— for example, location, space, and place. The intent is to introduce basic tenets of geographic study that will help students view and understand the region, indeed, to develop a “sense of place” about the region (Cresswell, 2013, p.112). Whether the sense of place about a given region conveyed by a textbook is fair and accurate is important to examine.

Research Question

Given the deep reliance on textbooks by college instructors, the role of geography, various misrepresentations and omissions, and the popularity of World Regional Geography

courses, it is certainly important to consider the representations of world realms in these textbooks. Such courses and the textbooks used provide an opportunity to introduce students to information about the world, and how particular regions and peoples are represented. This dissertation focused on the following overarching question: What is the sense of place and portrayal of North Africa/Southwest Asia in college-level World Regional Geography textbooks? In an attempt to answer this question, I selected *Geography: Realms, Regions, and Concepts*, the most popular and pervasive World Regional Geography college textbook since the 1970s, as it has impacted thousands of students, teachers, and professors.

Theoretical Discussion

To analyze textbook content, there is a need for a framework(s) to provide structure and inform research sub-questions. In order to gain a better understanding of the theoretical approaches used in my study, I first began examining some basic geographic frameworks. The field of geography contains two overarching approaches: positivist and humanistic. The positivist approach centers on science and the notion of a singular truth and the idea that everything valuable can be measured and quantified (Creswell, 2013). I did not identify with a positivist approach, nor did I use it in my study.

The humanistic approach provided the overarching approach for my research study. A humanistic approach focuses on the activities of humans and meanings; it was a reaction against the scientific approach, which was used as a base but insufficient on its own (Tuan, 1976; Creswell, 2013). I used this overarching approach, as humanistic geography integrates thought and reflection, and concerns itself with territory and space. Humanistic geography also focuses on how space can become place, and how meanings are made (Tuan, 1976; Merriam et. al, 2012). Humanistic geography is also concerned with historical geography (Tuan, 1976). One

theme of historical geography involves looking at land use and settlements of a particular area over time (Tuan, 1976). Humanistic geography related to my research as I examine the portrayal of the realm/region of North Africa/Southwest Asia spatially over time.

Critical regional geography. The first approach used in my study involved critical regional geography. I drew from this type of approach as it examines the characteristics of regions rather than through a thematic perspective (Cresswell, 2013; Rees & Legates, 2013). The idea behind this kind of regional approach involves gathering a sense of what an area is like in its entirety and examining the relationships that exist within and between realms. French geographers such as Vidal de la Blache (1908, 1926) and de Martonne (1926) pioneered regional geography in their work on the regionalization of France, showing the complexities that existed within regions and between people and the land. Geographer Richard Hartshorne believed a regional approach provided the opportunity to portray complexities in providing both specific and general concepts, as he believed that general concepts alone did not provide distinction (Hartshorne, 1939). A regional approach to my study corresponded to the examination of World Regional Geography textbooks. In examining realms/regions, I utilized the following sub-questions in Table 1.

Table 1

Questions from Critical Regional Geography

Questions from Critical Regional Geography
1. How is the realm of Southwest Asia defined and described? How does this compare to other realms in the textbook?
2. How are countries within the realm organized? Which areas, if any, are more emphasized?

3. What regional concepts, ideas, and terms are presented? How does this compare to the concepts, ideas, and terms presented in other realms?

4. What is the spatial arrangement of the textbook? Where, spatially, does North Africa/Southwest Asia appear in the textbook?

5. What, if any, relationship exists between the percent of each realm/region in the textbook and its actual land area - and population?

Orientalism and post-colonialism. Orientalism and post-colonial theory also informed my research sub-questions. Edward Said (1978) is considered the pioneer of post-colonial studies with his classic work, *Orientalism*. Said (1978) believed that The West created a narrative of people from the Orient as uncivilized and in need of emancipation, with The West portrayed as civilized and a savior. Such views were used as reasons for Western intervention throughout history, tied to colonialist ideology. Said (1997) explains, “The assumption is that whereas ‘The West’ is greater than and has surpassed the stage of its principal religion - Christianity, the world of Islam — its varied societies, histories, and languages notwithstanding — is still mired in religion, primitivity, and backwardness” (p.10). In this way, Said concludes, “they have portrayed it, characterized it, analyzed it, given instant courses on it, and consequently they have made it ‘known’” (Said 1997, li).

Many scholars employed Orientalism to discuss issues of power in relation to politics and how The West positions itself as dominant and one of modern (Ashtoush & Winders, 2008; Zagumny & Richey 2012). Said (2003) asserted that there is not one notion of modern, one notion of Democracy — as these terms are not easily agreed upon in society. Said (2003) also believed in the importance of the desires of people from the realm of North Africa/Southwest

Asia, rather than others for the realm. According to Said (2003), the tension stems from an “Us versus Them” mentality — the creation of the United States against a foreign devil and the idea that people in other places are very different from those in the United States. I utilized Said’s perspective as a baseline for my coding to examine the ways in which the geography textbooks portray of Islam as well as how this treatment compares to other faiths represented in the textbook.

Additionally, I also drew from post-colonial studies, as it continued the work of Said in critiquing colonialism and its impact. Issues arise when attaching a definition to post-colonialism; some scholars define post-colonialism as the historical period after colonialism, meaning after a colonial power (Cresswell, 2013). The critique of such a definition is the implication that the notion of colonialism is over, as many scholars believe that aspects of colonialism exist today.

Other accounts of post-colonialism described it as more of a critical approach in examining issues of power and knowledge tied to colonial powers (Cresswell, 2013). Post-colonial studies attempt to “decenter accepted narratives and geographies of universalism and progress embedded in the social sciences and humanities” (Ashtuosh & Winders, 2009). This last aspect of the post-colonial approach allowed me to critique textbooks and their accounts of aspects related to colonialism, and to decide if colonialism (or neo-colonialism) still existed (Fischer-Tiné, 2010; Hong, 2009). The goal of post-colonial scholars is to critique, in order “to produce more nuanced discourses of particular historical events” (Koro-Ljungberg et al. 2009, p.689). Such an approach allowed me to examine the sense of place and portrayal of North Africa/Southwest Asia in World Regional Geography textbooks utilizing the research sub-questions provided in Table 2.

Table 2

Questions from Orientalism and Post-Colonial Theory

Questions from Orientalism and Post-Colonial Theory
1. How is The West mentioned within the realm/region? How does this compare to other realms?
2. How are boundaries referenced within the chapter on North Africa/Southwest Asia?
3. How is Iran portrayed in the chapter on the North Africa/Southwest Asia realm?

Purpose of the Study

The purpose of this study was to describe the portrayal of the realm of North Africa/Southwest Asia in *Geography: Realms, Regions, and Concepts*, and to determine if this portrayal has changed over time. I examined textbooks dating from the 1970s (before the Iranian Revolution) through the mid-1980s and 1990s (post-Revolution) to the early 2000s (post-9/11) and to 2017. I explored representations of North Africa/Southwest Asia during these periods, noting patterns and nuances between editions.

Significance of the Study

From a multicultural perspective, marginalized groups are often not well-represented in texts published in the United States — or are represented from the dominant perspective, reifying issues of whose knowledge is of most worth (Apple, 1986; Hong, 2009; Brown & Brown, 2010; Hawkins, 2012). This is significant as this dominant perspective also perpetuates inaccurate and deficit paradigms for large groups of people. As evidenced in student responses about this

realm, “war-torn, desert, and underdeveloped” (Sziarto, McCarthy & Padilla 2014, p.567) are in need of a more complete narrative.

Additionally, marginalized groups (such as North Africans and Southwest Asians) often lack the positions of power necessary to correct omissions or inaccuracies in their portrayal. For example, there are few geographers from the realm of North Africa/Southwest Asia who live and work in the United States; therefore, even fewer have the opportunity to author textbooks to correct underrepresentation, overrepresentation, and misrepresentation. This study intends to inform authors and publishers of textbooks in an effort to encourage them to strongly consider the implications of their portrayals of marginalized groups such as those from North Africa/Southwest Asia. As textbooks remain the dominant instructional tool and impact students (and teachers) who read them, the examination of textbooks proves urgent as educators prepare students for a global world.

This examination is essential as the United States is increasingly diverse, and yet diverse groups continue to receive stereotypical treatments in U.S. textbooks (Al-Qazzaz, 2002; Hong, 2009; Brown & Brown, 2010; Brown, 2011; Zagumny & Richey, 2012; Eraqi, 2015). This is important as to some degree, living in peace depends upon the extent that our students understand other cultures. Additionally, if schools seek cultural competency and preparation for students in our multicultural and highly charged political world, textbooks must be examined to see if they help or hurt in fulfilling such purposes.

Filling the Gap

While research has been completed on the media aspects of the portrayal of Islam, Muslims, and Southwest Asia as a region (Douglass & Dunn, 2003; Morgan, 2008; Zagumny & Richey, 2012; Eraqi, 2015), studies have not been conducted on the portrayal of North

Africa/Southwest Asia in college-level World Regional Geography textbooks (Myers, 2001; Al Qazzaz, 2002). There are eleven longitudinal approach studies on a single textbook series in social studies (college level - social science) (Witschonske, 2013; Brown & Brown, 2010; Morgan, 2008; Clark, Allard & Mahoney, 2004; Hefney, 1995). Few studies have examined Human Geography textbooks at the college level (Mayer, 1989; Myers, 2001). My study conducting an in-depth analysis of multiple editions of one particular World Regional Geography textbook, beginning with its first edition in 1971 and concluding with the 2017 edition. This allowed me to critically examine similarities and differences between editions to observe and analyze changes over time.

Chapter 2: Literature Review

This literature review shows the range of extant literature that addresses the issue of both narrow representations and misrepresentations of marginalized groups in textbooks. The definitions of key terms useful in reading the literature review begin the section. Next, I review the literature, addressing research conducted on the narrow representations and misrepresentations in textbooks of marginalized groups such as Arabs, Muslims, and women.

This literature helps us understand (1) the importance of textbooks, (2) the narrow representations and misrepresentations of marginalized groups within K-12 and college-level textbooks, and (3) the misrepresentations of marginalized groups within textbooks over time in textbooks. Geographically, the range of textbooks I reviewed included those published in the United States, as the textbook series selected in this study was primarily for students in this realm. The findings described in this literature review indicate the necessity for further research on North Africa/Southwest Asia in textbooks, as my research did not uncover any published content analyses concerning North Africa/Southwest Asia in World Regional Geography textbooks.

Key Terms

Key terms were chosen to help the reader better comprehend the literature review, especially for readers less familiar with the realm. These terms are commonly used in association with the realm and were derived from within the literature. This list is not all encompassing but merely an attempt at bringing greater understanding of key terms relevant in the literature. There is also an attempt to bring together words that share a common meaning that appear at times interchangeably in the literature, such as Arabs/Muslims/Moslems and Middle East/Southwest Asia.

Arabs/Muslims/Moslems. The term Arab is often treated as synonymous with Muslim. However, Arab refers to an ethnic group, while the term Muslims refers to followers of Islam. Not all followers of Islam are Arabs, and not all Arabs are Muslim. Baker, Gabrielatos and McEnery (2013) analyzed the terms *Muslim world* and *Muslim community* in a historiography of the British press and found an effort to portray them as synonymous while also showing them as different from the West. Some articles use the term Moslems rather than Muslims. Both reference the same group although many people from Southwest Asia and the Eastern Hemisphere use the term Moslems rather than Muslims.

Deficit perspective. Silverman (2011) describes deficit perspective as evaluating achievement based solely on cultural factors. A deficit perspective carries a negative framework but is common when speaking of marginalized groups (Brown & Brown, 2010). To move beyond the deficit perspective, researchers need to evaluate the assets that groups bring as a starting framework and to evaluate how knowledge is produced at the individual level (Anzul, Evans, King, Tellier-Robinson, 2001).

Islamophobia. Gottschalk and Greenberg (2007) describe Islamophobia as a term that “accurately reflects the largely unexamined and deeply ingrained anxiety many Americans experience when considering Islam and Muslim cultures” (p.10). This term is prevalent since the 9/11 attacks, as it stirred up fear among many Americans of a Muslim other — especially those of Southwest Asian descent. Indeed, there is also a common U.S. misperception that most terrorists are Muslims (Gottschalk and Greenberg, 2007).

Middle East/Southwest Asia. Many Americans equate the terms Middle East, Islam, and Muslim/Moslem essentially as synonyms; these terms are not synonymous. Therefore, it is important to carefully examine such terms. The term Middle East is typically used to denote a

region, but it does not accurately describe anything, as it is vague. The term does not mention a continent or region. The term Middle East, coined by U.S. Admiral Alfred Mahan in 1901, then diffused (spread) through British diplomats (Meyer, 1991). The name Middle East reflects the bias of the source - the Western world (Hanafi, 1998). In my research study, I use the term Southwest Asia rather than the Middle East as it names a continent and sub-region; many if not most geographers consider countries such as Turkey, Iran, Israel, Iraq, Saudi Arabia, and Qatar all in the region of Southwest Asia — although there does not appear to be agreement on the term outside of the geography community.

Multicultural Education and Marginalized Groups. Multicultural education involves the inclusion of marginalized groups' culture and experiences reflected in the curriculum (Banks, 2013). Marginalized groups in multicultural education, over time, broadened in scope to include gender and social class (Banks, 2013). Marginalized groups are those that are more subject to discrimination for reasons such as race, gender, ethnicity, religion, belief, sexual orientation, education, and income.

Realms. A realm in the de Blij textbooks is a mega-region — like North Africa/Southwest Asia, with various regions defined within each realm — like The Arabian Peninsula and Egypt and the Nile.

The Importance of Textbooks

Hundreds of researchers have conducted studies on the role of textbooks in the social studies classroom. The literature is in agreement in finding that the content students learn in K-12 and college-level social studies classrooms/social science is heavily dependent on the textbooks that they read in the classroom (Shaver, 1965; Schug, Edmonds, 1994; Western & Enochs 1997; Afflerbach & Vansledright, 2001; Al-Qazzaz, 2002; Bednarz, 2004; Hong, 2009;

Chappell, 2010; To, Yang & Helwig, 2014; Chu, 2018). According to Banks (1969), “Since textbooks, which comprise the core of the social studies curriculum, can influence racial attitudes, it becomes imperative to evaluate carefully the content of textbooks” (p. 954). James Banks’ seminal piece led with the importance of textbooks, and fifty years later his statement still proves relevant. This relates to my research question as marginalized groups are often not represented in texts or are represented from the dominant perspective, reifying issues of whose knowledge is of most worth (Apple, 1986; Mayer, 1989; Schug, Western & Enochs 1997; Douglass & Dunn, 2003; Brown & Brown, 2010; To, Yang & Helwig, 2014, Southworth, 2015; Chu, 2018).

When marginalized groups are not represented or misrepresented, stereotypes persist and become part of the official curriculum. Foundational works by Michael Apple (1979, 1982, 1986, 1989) researched the societal implications of textbook construction as official knowledge; that is, whose knowledge is of most worth. Publishing companies hold power, as well as those people within the companies — and because they are for-profit enterprises, they usually avoid political controversies to sell more textbooks (Apple, 2001). This is problematic because the avoidance of controversy leads publishers to continue the dominant narrative and allows publishers to act as gatekeepers of knowledge (Apple, 2001). Such a narrative does not allow marginalized voices to enter the textbook and challenge the dominant narrative and offer a more complete story. As the U.S. is extremely diverse, and is becoming even more diverse - including with those who identify being from North Africa/Southwest Asia, this diversity needs better representation within textbooks.

Narrow Representations & Misrepresentations of Marginalized Groups

Although this study centers on college-level textbooks, K-12 textbooks were also included in this literature review. Much of the research on how marginalized groups are typically represented in social studies textbooks focuses on Southwest Asians, followed by blacks, women, Asians, and Latinos. The literature is in agreement as it portrays these marginalized groups all as having a single perspective in social studies textbooks that lack complexity and a complete perspective (Commeyras & Alverman, 1994; McCabe, 1996; Aldridge, 2006; Brown & Brown, 2010; Brown, 2011; Hong, 2009; Field, Bauml, Wilhelm, and Jenkins, 2012; Zagumny & Richey, 2012; Eraqi, 2015). These studies relate to my research as they focus on narrow representations of marginalized groups within textbooks.

Four studies examined the broader representations of Southwest Asia — and Arabs — in textbooks (Morgan, 2008; Sewell, 2008; Saleem & Thomas, 2011; Zagumny & Richey, 2012; Eraqi, 2015). In these studies, a single story tends to define both the region and the people through stereotypes and misrepresentations by the media (Morgan, 2008; Saleem & Thomas, 2011; Zagumny & Richey, 2012; Eraqi, 2015). Additionally, these studies reinforce the notion of teachers' reliance on the textbook as well as the distortions of Islam that are represented in the textbooks. Two studies focused on the portrayal of Arabs and Muslims in five secondary U.S. History textbooks, post 9/11, and illustrate the bias that exists in textbooks (Saleem & Thomas, 2011; Eraqi, 2015). These studies found that Arabs and Muslims were only mentioned post-World War II, in a conflict setting, and without much background information for the reader that would help situate Arabs and Muslims in a broader context (Saleem & Thomas, 2011; Eraqi, 2015). The texts examined emphasize stereotypes rather than accurate information and do nothing to challenge the dominant narrative (Saleem & Thomas, 2011; Zagumny & Richey,

2012; Eraqi, 2015). Romanowski's (2009) study on the portrayal of 9/11 in history textbooks focused on omissions. He found that omissions were common and attributed these omissions to not educating students beyond traditional knowledge of 9/11. Each of these studies relates to my research on North Africa/Southwest Asia, as the region contains Muslims, Arabs, and stereotypes stemming from 9/11.

While the literature is mostly in agreement that those in the Southwest Asia realm — including topics such as Islam, received a negative portrayal, one study from the American Textbook Council concluded that history textbooks avoided controversial words such as jihad and sharia and therefore painted a pro-Muslim bias (Sewell, 2008). While the studies may not align in the bias towards Southwest Asia, Islam and Arabs, the studies are in agreement in the narrative being narrow.

Three studies examined the portrayal of African Americans in textbooks. Aldridge (2006) examined secondary U.S. History textbooks in their portrayal of Dr. Martin Luther King, Jr. Aldridge (2006) noted the master narrative created by the textbook and that the textbooks presented an oversimplified, one-dimensional side of Dr. King. Brown & Brown (2010) examined four social studies textbooks in Texas and California at grades 5, 8 and 11, and their portrayals of racial violence against African Americans in the U.S. The study examined how official school curriculum renders and interprets the history of racial violence against African Americans in this country. One of the study's key findings was "the consistent portrayal of violence against African Americans as deinstitutionalized acts undertaken by 'bad' men or, at best, 'bad' groups of people — for example, slaveholders, ship captains, slave drivers, masters, owners, Southerners, the Ku Klux Klan, and Northern workers" (Brown & Brown, 2010 p. 46). McCabe's (1996) study on the representations of African Americans in 5th grade social studies

books revealed dehumanization through bland portrayals that did not include the feelings of African Americans — through the lack of verb usage. These studies are just a few examples of marginalized groups receiving narrow representations and misrepresentations within textbooks.

A few researchers have studied the role of women in K-12 social studies textbooks (there are some noted in other sections beyond K-12 that are not included here). Two studies conducted at the secondary level found an inaccurate portrayal of women (Chick, 2006; Southworth, 2018). The literature is in agreement that a more accurate view would include a greater number of females referenced in both images and within the text (Chick, 2006; Southworth, 2018). Such studies challenge textbook writers and publishers to move beyond the trinkets of information to convey a more representative view.

Additionally, seven studies on religious representation in textbooks noted the roles of prominent males such as Mohammed, Jesus and Abraham (Sewell, 1995, 2003, 2008; Bellito, 1996; Douglass & Dunn, 2003; Jackson, 2011; Southworth, 2015). Only three of these seven studies noted the role of women in religious representations (Douglass & Dunn, 2003; Sewell, 2008; Southworth, 2015), with only two including references to Islamic women (Douglass & Dunn, 2003; Sewell, 2008). The three studies agreed that textbooks fail to challenge the dominant narrative and simply provide a view of women as “passive spectators” (Southworth, 2018, p.ii).

With more Latino learners in schools, Field, Bauml, Wilhelm and Jenkins (2012) analyzed how Mexico is portrayed in primary textbooks. In using Content Analysis, the authors analyzed Mexico by creating categories of holidays, Mexican people and heroes, contested history, and Mexican U.S. relations and then conducting their analysis based on the categories. They concluded that a “traditional” portrayal exists — including discourse on folk dress and

festivals, when events that are more contemporary should also be included (Field, Bauml, Wilhelm, & Jenkins, 2012). Such coverage does little to engage learners with the successes and struggles of Latino families in the U.S. and a true building of cultural knowledge, but instead presenting a narrow perspective of Mexico and Mexicans.

Representations of Asians in geography textbooks also reveal an oversimplified version of its people. An examination of four textbooks displayed bias towards certain Asian countries — projecting China as more traditional and Japan as more modern (Hong, 2009), while both countries were mentioned more than other countries in the region. Other Asian countries were viewed as uniform, rather than discussing their uniqueness (Hong, 2009). “These findings suggest the need for curriculum scholars to rethink the curriculum about others within a global context” (Hong, 2009, p. 96). Each marginalized group discussed: Muslims, Arabs, the region of Southwest Asia, Islam, African Americans, women and religious women, Mexico and Asians each received an incomplete representation or a misrepresentation in textbooks.

College-level textbooks. The study of college-level textbooks has yielded similar findings to previous studies on secondary-level social studies textbooks. A study was conducted on the portrayal of Arabs and Islam in college Sociology textbooks in the U.S. The study centered on analyzing 20 Sociology textbooks published in the 1990s and 2000s, using Content Analysis (Al-Qazzaz, 2002). The author used a five-year range of 1995-2000, employing a historiography approach. The study concluded that several textbooks gave adequate coverage but provided inaccurate information (Al-Qazzaz, 2002). Islam and Arab were mentioned in chapters on religion, but the word “fundamentalism” was mentioned more than any other topic (Al-Qazzaz, 2002), reifying the deficit perspective.

Two articles discussed the representation of the regions Appalachia (Martis, 2005) and Africa (Myers, 2001). The studies used Content Analysis to examine these two regions, which are often open to misrepresentations (Myers, 2001; Martis, 2005). These authors offer suggestions to shed new light on both regions by moving away from a deficit perspective and looking to positive features in each respective region. Both Myers (2001) and Martis (2005) discuss the negative portrayal of regions of study through their coding and discuss how textbooks represent misleading representations of the region. Myers (2001) noted in his study of ten Human Geography textbooks that eight authors were U.S. based, one Canadian, and one British to demonstrate Western influence in authorship — and how non-U.S. academics are rarely included as authors in U.S. textbook markets.

One study examined college-level textbooks used in the U.S. to teach about the Middle East, but the study's primary focus involved the author attempting to create an instrument for analysis of the textbooks that was very narrow in focus (Al-Bataineh, 1998). While the author reified notions of a large percentage of classroom time spent on the textbook and textbook-related materials, much of the research given was dated; my research helps fill this gap as its focus is not on an instrument but on the portrayal of North Africa/Southwest Asia.

Mayer (1989) examined eight introductory Human Geography textbooks for ways in which women were both visible and invisible and found that the textbooks did not distinguish between the experiences of males and females; therefore, they treated experiences as universal and do not reflect the geographic research in which ways women are visible. Women received little treatment overall; biographical sketches in the textbooks included 16 male versus one female, and there were just five pages devoted to gender. Suggestions were made such as the notion of gender neutral not guaranteeing the inclusion of women, and how explicit discussions

about the differences women experience in aspects such as migration, fertility, agriculture, and urban areas (to name a few) are in need of representation.

Lastly, Clawson & Kegler's (2000) study on the intersection of race and poverty in college-level American Government textbooks reveals bias via the misrepresentation of blacks in poverty. The study focused on images from a sample of fifteen American government textbooks and concluded that poverty is "race coded" (Clawson & Kegler, 2000, p. 179). Their study revealed blacks as overrepresented in terms of poverty, constituting 50 percent of images — with the actual number being 27 percent (Clawson & Kegler, 2000). Clawson (2002) also studied the intersection of race and poverty in college-level economic textbooks through images, and experienced similar findings as their study on college-level government textbooks. Each of the studies listed relates to my research question, as each address the omissions and misrepresentations of marginalized groups in college-level textbooks.

Narrow Representations & Misrepresentations of Marginalized Groups Over Time

Historiography involves conducting research from data across multiple periods, and is viewed as more comprehensive as it provides more of a longitudinal view (Loewen, 2009). Historiography uses Content Analysis by examining items such as pictures and terms within the textbook over a given time period, to see if there is any change in portrayal. Eleven studies examined representations over time within social studies textbooks — with three studies involving representations of blacks, two studies focusing on poverty, and one study on each of the following: the Holocaust, Egyptians, the Middle East, Southwest Asia and North Africa, women, and religion. To date, no studies have examined a social studies textbook series from the first edition to the present day in analyzing a longitudinal study of the portrayal of marginalized groups.

Witschonke's (2013) examination of the portrayal of the Holocaust in secondary level textbooks (U.S., World, and European History) through historiography and Content Analysis centered on the impact of the Cold War in its portrayal and found textbooks to contain political bias (Witschonke, 2013; Apple 2006). Moreau's (2003) analysis of over one hundred American history textbooks from the mid-1800s to the end of the twentieth-century shows how many publishers sought to soften aspects of history such as the Civil War — to buyers in the South, and how textbooks created narratives through their depictions of history. Edmond's (1994) study on two U.S. history textbook series from 1970-1991 revealed the inaccuracy of black narratives — even during more recent textbook editions and despite the increase in content of marginalized groups.

Similarly, Morgan (2008) used Content Analysis and historiography to analyze how social studies textbooks portrayed the Middle East from 1898 to 1994. He categorized the years into three groupings to specifically view and analyze graphics, culture, politics and religion. His findings point to inaccuracies in the narrative impressions of the Middle East: Middle Eastern people live in desert areas, ride camels and live nomadic lives, and practice a version of Islam dominated by violence (Morgan, 2008). Zagumny & Richey's (2012) analysis of Southwest Asia and North Africa in high school World Regional Geography textbooks from 1997 to 2008 also revealed a traditional view of the region, similar to Morgan (2008), but also included a modern view, as well. Their analysis started with listing textbooks, unit titles, number of chapters, pages, and then moved to a focus on images. For the images, findings revealed a false binary of modern/traditional of Southwest Asia, a narrow portrayal of Muslim women, and a reinforcement of the Orientalist divide of Islam through distance and dehumanization (Zagumny & Richey, 2012).

Brown's (2011) study on the portrayal of black males from the 1930s to 2011 discusses the need for researchers to examine if their own deficit narratives inform their questions and to question dominant narratives. Deficit narratives were also present in the findings of Hefney's (1995) research on the portrayal of Egyptians in ten secondary World History textbooks, from 1990-1995, using Content Analysis. Hefney (1995) discovered in his pilot study of earlier textbooks that they did not cover aspects of race with regard to ancient Egyptians. His newer study also found that aspects of race for ancient Egyptians were still not covered in textbooks. Additionally, unfavorable terms such as *conflict* and *victim* were used to describe Egyptians, giving an incomplete narrative. Hefney (1995) found a range of accuracy and favorability between the ten texts and ranked them accordingly, using both quantitative and qualitative methods.

Clark, Allard & Mahoney's (2004) study on women in secondary U.S. History textbooks from the 1960s, 1980s and 1990s found that while women received considerably less attention than men did in each decade, the ratio of women in texts increased over time. While the texts have made progress over time, each decade fell significantly short of equal representation. These historiographies are in agreement in showing the narrow and misrepresentation of marginalized groups in textbooks.

Su's (2007) study on representations of Taiwan in 4th and 5th grade social studies textbooks from 1978-1995 also noted political bias in textbooks. Su's (2007) study relates to Cherry & Feiner's (1992) study on racial and sexual discrimination in economics journals and texts from 1972 to 1987, as they found over time that textbooks dropped more controversial themes, such as discrimination, as publishers were more concerned about their markets.

Allen’s (2009) study on secondary World History textbooks from 2001-2007 revealed no significant changes between editions of each textbook. His findings of the major monotheistic religions were that Christianity received the most attention, followed by Islam and Judaism (Allen, 2009). Additionally, Islam was treated with the most caution, and Judaism lost content within the textbooks (Allen, 2009).

Summary of the Literature Review

In order to spatially visualize my literature review for this dissertation, I created a graphically organized summary below in Figure 1.

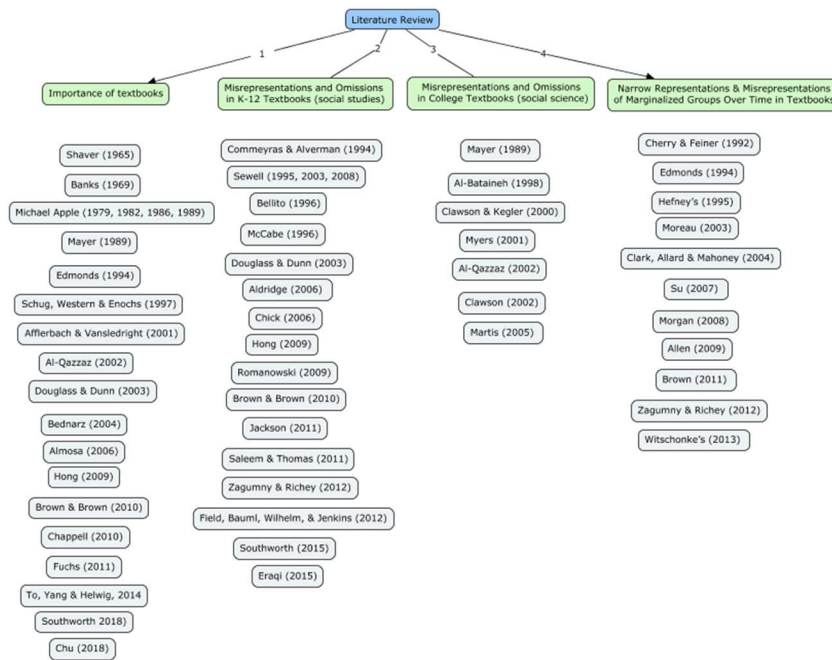


Figure 1. Literature Review Schematic

While no published content analyses existed concerning the portrayal of North Africa/Southwest Asians in college-level World Regional Geography textbooks over time, my review examined fifty-seven studies that pertained to the importance of textbooks or the representations of marginalized groups in K-12 and college-level social studies/social science textbooks. From these available sources, twenty-one recognized the importance of textbooks (Afflerbach &

Vansledright, 2001; Almosa, 2006; Al-Qazzaz, 2002; Apple 1979, 1982, 1986, 1989; Banks, 1969; Bednarz, 2004; Brown & Brown, 2010; Chappell, 2010; Chu, 2018; Douglas & Dunn, 2003; Edmonds, 1994; Fuchs, 2011; Hong, 2009; Mayer, 1989; Shaver, 1965; Schug, Western & Enochs, 1997 Southworth, 2018; To, Yang & Helwig, 2014). Eighteen studies discussed narrow representations and misrepresentations of marginalized groups in K-12 social studies textbooks (Aldridge, 2006; Bellito, 1996; Brown & Brown, 2010; Brown, 2011; Chick, 2006; Commeyras & Alverman, 1994; Eraqi, 2015; Field, Bauml, Wilhelm, and Jenkins, 2012; Hong, 2009; Jackson, 2011; McCabe, 1996; Romanowski, 2009; Saleem & Thomas, 2001; Sewell, 1993, 2005, 2008; Southworth, 2015; Zagumny & Richey, 2012). Seven studies examined narrow and misrepresentations in college-level textbooks (Al-Bataineh, 1998; Al-Qazzaz, 2002; Clawson, 2002; Clawson & Kegler, 2000; Martis, 2005; Mayer, 1989). Lastly, eleven studies examined the portrayal of marginalized groups in textbooks over time (Allen, 2009; Brown, 2011; Cherry & Feiner 1992; Hefney, 1995; Moreau, 2003; Su, 2007; Witschonke, 2013; Zagumny & Richey, 2012).

Chapter 3: Design and Methods

The purpose of this chapter is to present the research design that I used to analyze the sense of place and portrayal of North Africa/Southwest Asia in selected college-level World Regional Geography textbooks. This chapter provides an explanation for the selection sample and the methods used to record and analyze the data. The study's overall purpose was to examine how North Africa/Southwest Asia was covered in a particular college-level World Regional Geography textbook series, through various editions over a 46-year time span.

Research Design

This study utilized a mixed-method approach using both qualitative and quantitative approaches (Creswell, 2018). While qualitative and quantitative research use different techniques, they have the potential to serve as complementary pieces. I drew from qualitative research design — as it is interpretive in nature, critical, and measures quality rather than quantity (Marshall & Rossman, 2016; Mason, 2013). I also drew from a quantitative approach as I utilized statistical or mathematical techniques.

My study employed Content Analysis, as it is a methodology appropriately incorporated in both quantitative and qualitative research. Content Analysis is appropriate for a mixed-methods approach since having it used in isolation of both is not enough for the richness required for informative interpretation of text (Wade, 1993). Therefore, this Content Analysis study followed the path of using some quantitative measures along with qualitative elements to permit a more complete and synergistic utilization of data than to do a separate data collection and analysis. The exploratory sequential mixed-methods design calls for a qualitative phase followed by quantitative (Creswell, 2018). This allowed me to collect my data on textbooks and perform qualitative Content Analysis. Qualitative inquiry is the most appropriate methodology

for my research question as it explores interpretations of texts (Mason, 1996; Richardson, 2000; Marshall & Rossman, 2016). The interpretive aspect of my approach allowed me to examine sometimes commonly held and misrepresented labels, such as *violent* and *terrorist*, that are put on specific cultural groups and geographic regions (Jahedi, 2012). Qualitative inquiry is “grounded in a philosophical position which is broadly interpretivist in the sense that is concerned with how the social world is interpreted, understood, experienced, or both” (Mason, 1996, p.4). Qualitative research is useful in the analysis of textbooks as they are presented in a positivist manner with information presented as objective.

Qualitative inquiry provides a counter-narrative by using inquiry to show textbook facts as not neutral. There is a need for qualitative methodologies as they provide space for analyzing abstract and non-measurable information (Mason, 2013). Without qualitative inquiry, there is no room for exploration and interpretation; it is the rudder of a ship that helps in steering and guidance. “Ultimately, all reading of texts is qualitative, even when certain characteristics of a text are later converted into numbers” (Krippendorff 2013, p.22). I would agree that the reading of texts is qualitative because each of us has a lens when looking at text, and consequently it is more interpretive in nature. “Quals distrust generalizations and are most comfortable immersed in the details of a specific time and place, understanding the story in the richness of context and the fullness of thick description” (Patton 2015, p.87). Additionally, “qualitative researchers often seek to make sense of actions, narratives and the ways in which they intersect” (Glesne 2001, p.1). The qualitative component of Content Analysis allows for rich descriptions and deeper understandings and it is ultimately necessary for research as it allows for interpretation of text.

For my Content Analysis methodology, I employed quantitative aspects including noting of frequencies (Clark, Allard & Mahoney, 2004; Chick, 2006) and percentages (Mayer, 1989; Clark, Allard & Mahoney, 2004; Chick, 2006). Frequencies were used in finding the most common words in each of the selected textbook editions within the realm of North Africa/Southwest Asia. Percentages were utilized when finding the countries with the most coverage within the realm, as well as the percentage of coverage in the table of contents for each world realm.

Procedures for the Content Analysis of this Study

This study utilized Content Analysis. Content Analysis is a methodology that uses the method of artifact analysis (text) for data collection. It is a technique used to ensure the quality of a study by using specific procedures to make inferences about a text, and its purpose is to provide new insights (Krippendorf, 1980; Edmonds, 1994; Hefney, 1995; Al-Bataineh, 1998; Bednarz, 2004; Allen, 2007; Hong, 2009; Romanowski's, 2009; Hawkins, 2012; Delahanty, 2014; Wiseman, 2014; Southworth, 2015; 2018).

Content analysis involves the reading of text — not usually done from the same perspective as the author's, as Content Analysis acknowledges that texts have multiple meanings and multiple perspectives (Krippendorf, 2013; Eraqi, 2015). As a result, Eraqi (2015, p.67) stated, "The meaning of a text does not need to be agreed upon by all readers." Content Analysis has been used since 1938 to examine problem areas such as bias, stereotypes and omissions in texts, with the goal of improving texts (Al-Bataineh, 1998; Allen, 2007; Hawkins, 2012; Krippendorf, 2013; Eraqi, 2015 Southworth, 2015, 2018). Content Analysis has been used to analyze newspapers, textbooks, various forms of mass communication, and computer text.

I used Content Analysis in my study of representations of North Africa/Southwest Asia in my selected textbooks to answer my overarching research question: What is the sense of place and portrayal of North Africa/Southwest Asia in college-level World Regional Geography textbooks? Scans were made of the various editions' chapters on North Africa/Southwest Asia. I then turned the scans into text documents and checked for accuracy. Next, I uploaded the text files into an open-source computer software program called Voyant Tools. Voyant is a “web-based reading and analysis environment for digital texts” (Sinclair, Stéfan, Rockwell & the Voyant Tools Team, 2012, <https://voyant-tools.org/>).

Critical Regional Geography. For my questions from a regional geographic approach, I only used Voyant to create a Wordle, a word cloud that depicts the size of the word based on frequency (more mentions resulting in a larger word size in the Wordle) within each edition on the chapter of North Africa/Southwest Asia. In addition, I read each individual textbook without using Voyant. My research sub-questions from Table 1 in Chapter 1 are listed here, along with how I utilized Content Analysis for each question.

Research question 1: How is the region of North Africa/Southwest Asia defined and described? How does this compare to other realms? For this question, I analyzed the introduction of each edition of the textbook for the section on realms of North Africa/Southwest Asia, Southeast Asia, North America, and Europe. I selected Southeast Asia because of the idea that students in that region are not the intended audience, and the realm has been influenced by former colonial powers. I chose Europe to see how a realm with colonial powers was portrayed; I chose North America, as students from this realm were the primary intended audience of the textbook.

Field, Bauml, Wilhelm & Jenkins (2012) used qualitative Content Analysis to create categories for their study on the portrayal of Mexico in textbooks. Similarly, I created categories for many of my critical regional geographic sub-questions. The categories included physical geography, ethnicity, religion, adjectives and descriptive nouns. The categories were created to gather a better sense as to what running threads, if any, were used to define and describe realms — as a type of comparative analysis.

Question 2: How are countries within the North Africa/Southwest Asia realm organized? What countries are emphasized? Beyond categories, I used other Content Analysis techniques. A few studies using Content Analysis have recorded the total number of pages relating to the foci of the various studies (Clark, Allard & Mahoney, 2004; Allen, 2007; Southworth 2015; 2018). Similarly, I examined the spatial aspect of how the chapter on North Africa/Southwest Asia appeared by explaining the order in which the regions were discussed and if an emphasis on any countries existed by recording the total number of pages per country. From the data, I created and recorded percentages based on the total number of pages in the section on countries within the realm to show which countries received more emphasis (Clark, Allard, Mahoney, 2004; Allen, 2007).

Question 3. What regional concepts, ideas and terms are used? How does this compare to those used in other realms? Next, I examined the chapter on North Africa/Southwest Asia along with the other selected realms to see what key concepts and ideas, headings and call-outs were offered in the chapter. The same headings of physical geography, ethnicity, religion, adjectives and descriptive verbs were used to examine the four realms and to see if any of the realms were similar or different from the other selected realms in the textbook. I also used Voyant to create a Wordle, a word cloud that displays words with higher frequencies as larger

(limit of 25 words) in each edition. I used the same headings of physical geography, ethnicity, religion, adjectives, and descriptive verbs as I analyzed each Wordle.

Question 4. What is the spatial arrangement of the textbook and where, spatially, does Southwest Asia appear? I spatially situated North Africa/Southwest Asia in the greater context of the textbook by viewing the table of contents to assess how the book is divided into chapters and the placement of such chapters, also noting change over time. Beyond just noting the location of North Africa/Southwest Asia, I also recorded the location of all world realms in each of the selected editions.

Research question 5: What, if any relationship, exists between the percent of each realm in the textbook and its actual land area - and population? Additionally, I used Content Analysis to examine the proportion/percent that is devoted to each particular world realm, and I compared that to the actual percent of the population and land area (Clark, Allard & Mahoney, 2004; Allen, 2007; Southworth 2015; 2018). I used the data from the most recent edition that had the most consistent data (as many of the earlier editions did not contain the population data), and the countries within realms changed over time. I created a table highlighting the spatial layout of North Africa/Southwest Asia within the textbook along with the land and population ratios.

Orientalism and post-colonialism. From Orientalism/post-colonialism, I used Voyant to search for words related to each of my research sub-questions. I then copied and pasted each sentence with a given word into a document where I then analyzed each sentence for coding purposes. My sub-questions from Table 2 in Chapter 1 are listed here, and how I used Content Analysis for each sub-question.

Research question 1: How is The West mentioned within the realm of North

Africa/Southwest Asia? For this question, I typed west* into Voyant, and then coded, starting with the first edition, all the sentences that related to West (with a * to include endings like “ern” for Western) not as a directional. As Krippendorff (2004) mentioned, texts can convey more than material but can also implore feelings by both what is stated and what is omitted. I used codes of positive, negative and neutral for each sentence, with sentences relating to The West having legacies of the achievements as positive, as it acknowledged the value of the realm, rather than what The West brought to the realm. Items were coded as negative if they involved the idea of Western exploitation of resources or the realm. Lastly, items were coded as neutral if Western was used more as a noun, such as Western states or Western Europe. West as related to a directional was not coded. Next, I typed the word British and the United States as they relate to The West, and coded them using the same criteria of positive, negative, and neutral.

Research question 2: How are boundaries referenced within the chapter on North

Africa/Southwest Asia? For this question, the word bound* was entered to include items with endings such as boundary and boundaries. I coded items as positive if they were acknowledging the creation of boundaries that maintained cultures and people and tried to limit potential conflicts. I coded items as negative if the boundary created conflict or lacked language or cultural history, as it was not well thought out and brought many differing groups in the same area or just drew a straight line, and I coded items as neutral if they were more general about the classification of boundaries.

Research Question 3: How is Iran portrayed within the chapter on the North

Africa/Southwest Asia realm? For this question, I typed Iran* into Voyant to also capture Iranian. I coded sentences as positive, negative or neutral. Sentences were coded as positive if

they discussed economic successes of the country, negative if they involved conflict or an “Us versus Them” approach, and neutral if they were more about the location of Iran in comparison to other countries.

Cohen’s Kappa. Cohen’s Kappa was used in this study, as it is a common measurement tool utilized in Content Analysis (Neuendorf, 2002; R. Lerner et al. 1991; Southworth, 2015). While interpretations developed using Content Analysis establish some validity, inter-coders and the use of Cohen’s Kappa also help ensure validity. To begin Cohen’s Kappa, I utilized the Researcher-Participant Coding Sheet for Cohen’s Kappa Statistic (Appendix G) to code sections addressing Orientalism and post-colonial questions in the chapters on Southwest Asia/North Africa in selected samples of *Geography: Realms, Regions, and Concepts*. Next, I submitted my inter-coder sheet without my actual codes to my two inter-coders (Appendix G). Cohen’s Kappa statistic was then used to calculate the percentage of inter-coder reliability between Rater 1 (Researcher – participant), Rater 2 (geography – expert), and Rater 3 (political science – expert). To determine Cohen’s Kappa, I first used the total number of excerpts coded (Total) and the total number of agreements and disagreements between the two coders (DD) to determine the agreement proportion (P) (Cohen, 1960). The formula is expressed here as:

$$P = \frac{(AA + DD)}{\text{Total}}$$

Following this step, I determined how many times the agreements might occur by chance (P_e) as outlined underneath (Cohen, 1960).

$$P_e = \frac{[(A + D) / \text{Total}] + [\text{Row 2 total} \times \text{Column 2 total}] / \text{Total}}{\text{Total}}$$

Next, P and P_e were inserted into Cohen’s Kappa formula in order to determine inter-coder reliability percentages (Cohen, 1960).

$$\frac{K = P - P_e}{1 - P_e}$$

Farhang Rouhani, an Iranian Geographer at the University of Mary Washington served as my geography expert inter-coder. Aberra Tesfay, an Ethiopian Political Scientist at St. Norbert College served as my political scientist expert inter-coder. Of the three Orientalist/post-colonial questions, I selected sixty sentences that reflected a variety of codes from a variety of editions (see Appendix G). My inter-coders were not given my codes to either agree or disagree but were asked to code sentences as positive, negative, or neutral on their own judgment. I did attach a brief explanation of generally how I coded items as positive, negative or neutral without using specific sentences or examples. Of the sample of sixty, twenty items were not agreed on with my first inter-coder, twenty-three by my second coder, further illustrating Krippendorff's notion that texts contain multiple interpretations (Appendix F). The calculations revealed that I maintained an inter-coder reliability of .661 or 67% percent with Dr. Farhang Rouhani (geography – expert), and an inter-coder reliability of .610 or 61% with Dr. Tesfay (Appendix H).

In examining Cohen's Kappa, Appendix H reveals how the data aligns in terms of agreement, making this study one of substantial agreement with both inter-coders. As I coded based on using the theoretical lens of Orientalism/post-colonialism, there was no attempt to correct my codes. Dr. Farhang Rouhani did not serve as an expert on Orientalism/post-colonialism, but rather as an Iranian Geography expert living in the United States. Dr. Tesfay also served as an Ethiopian Political Scientist living in the United States. Therefore, as each inter-coder had his own background, there were differences noted and not total agreements when performing Cohen's Kappa.

Historiography

Beyond Content Analysis, my study also involves historiography. Historiography involves looking at a study from more than one period, or studying the history - and is therefore viewed as more comprehensive as it provides a longitudinal view (Loewen, 2009; Witschonke, 2013). Historiography studies the history of a phenomenon as well as viewing how that phenomenon has been portrayed over time (Cherry & Feiner, 1992; Edmonds, 1994; Hefney, 1995; Moreau, 2003; Clark, Allard & Mahoney, 2004; Su, 2007; Morgan, 2008; Brown, 2011; Witschonke, 2013;). For example, geography textbooks in Texas portrayed slaves merely as workers (Hinckley, 2015). Beyond examining the inaccuracy of this portrayal, the analysis of Texas textbooks also displays the attitudes of the population. A study using historiography on geography textbooks in Texas would allow examination of such an event in an effort to better understand if and why the portrayal changed with time.

Textbook Selection

After communicating with many geography professors at the AP Human Geography Reading (of 800 readers, 30% were college professors), I listed the most commonly used textbooks in college-level World Regional Geography courses. The most commonly used text was *Geography: Realms, Regions and Concepts*. This particular textbook is also the only college-level World Regional textbook that dates before 1979 and that is still in production today. This was also an important factor in textbook selection, as I wanted to analyze textbooks available before the Iranian Revolution in 1979. The first edition dates from 1971, and the second is from 1978; therefore, I selected both of these textbooks for study.

To date, there are eighteen editions published of *Geography: Realms, Regions and Concepts*. This textbook has undergone author and title changes. I wanted to ensure that the

textbooks analyzed for this study illustrated these variations. Editions one through four of the textbook were written by a single author: Harm de Blij, and were titled, *Geography: Regions and Concepts*. The fifth Edition introduced a new author, Peter Muller. The seventh edition introduced a new title: *Geography: Realms, Regions, and Concepts*, and the 15th introduced a third author, Jan Nijman. For these reasons, I selected an edition after the 15th (described later), along with the 5th and 7th editions.

Time is another important factor in historiography, as it is important not to select editions that are published too close together as that would not serve as a representative sample. My selections to date are included in Table 3.

Table 3

Partial Textbook Selection Edition and Year

Edition	Year
1st	1971
2nd	1978
5th	1988
7th	1994
After the 15 th which will be described later	

There is a large gap in time between the 7th and 15th editions, as well as a notable event relating to Southwest Asia. Therefore, I selected a pre-9/11 edition (9th, 2000) and a post-9/11 edition. As textbooks can sometimes take years to produce, I selected the 12th edition (2006) as the 10th edition (2002) was published too close to 9/11 to have coverage of 9/11 and related events. In order to continue the historiography to the present day, I included the 17th (2017) edition. This also fulfills including an edition with the third author, Jan Nijman. The total selection of textbook editions is included in the chart below. For the scope of this study, I wanted to limit the

number of textbook editions to seven, as I will be reading entire chapters for a rich description — not just one section of the text.

Table 4

Complete Textbook Selection Editions and Years

Edition	Year
1st	1971
2nd	1978
5th	1988
7th	1994
9th	2000
12th	2006
17th	2017

Positionality

It is important that a researcher maintain good reflexivity (Young, 2004). Therefore, as I approached and conducted this study as an Orientalist, I was attentive to cognizant that I was not analyzing the textbooks through a too-biased lens; after all, my desire is one of social justice. I needed to ask myself and reflect upon how I came to my conclusions, and to keep my subjectivity out of the study. While no study can be completely objective, it was important not only to include my positionality but also to be transparent in the process (Marshall & Rossman, 2016).

My specific positionality needed to be identified to help maintain the credibility of this study. Therefore, in the following paragraphs, I offer a reflexive response of my race and ethnicity, gender, religion, along with my professional experiences, to express my subjectivity. Through my reflection, I acknowledge my white privilege and hybrid identity as a second-generation Iranian-American, as well as showing my own cultural experiences that contribute to my cultural knowledge and wealth. I also realize there is a difference in being a second-

generation Iranian-American — rather than a first-generation immigrant. Such differences may cause me to look differently at events related to the region of Southwest Asia. This is related to the group in study as I analyzed representations of Southwest Asia and Southwest Asians in textbooks.

Race, ethnicity, and a mixed home. While I acknowledge my white privilege, my ethnicity reflects more of my complexity of the insider/outsider continuum, as “a common ground of race was insufficient basis for close rapport” (O’Brien, 2016, p. 74). Race is an important aspect of identity that is tied to physical characteristics such as skin pigments, hair and other physical features, and is more often assigned and reinforced because of historical constraints (Fouberg, Murphy, de Blij, 2015). As our understanding of race changes over time to include the allowance/acceptance of multiple races on items on the U.S. Census (Fouberg, Murphy, de Blij, 2015), my race would be classified as both white and Iranian (under “Other Asian”). Such a dual identity helps me in understanding the complexity of portraying Iranians.

The ethnic identity (or ethnicity) relates more to aspects of culture that include language, religion, food, dress, beliefs and customs - and differences between groups that cannot be explained by race (Fouberg, Murphy, de Blij, 2015). In my experience of living in a mixed home — or actually two homes — with an Iranian father and an American mother, I learned the notion of acceptance of others and the idea of multiple perspectives. Learning the cultural nuances helped me gain a more holistic, accurate portrayal of Iranians. This aspect of my identity influences my vision that nuances should be included in talking about any ethnic group.

The influence of gender on ethnicity. While I am a woman, I participated outside of the typical gendered norms of Iranian culture. My father did not seem to mind this and sometimes would say things to the effect that I was partly American — as a justification for why something

was acceptable. Such statements reflect my status of both insider/outsider. To my father's friends, I'm perceived as more of an outsider because I was not born in Iran (and they were), and I am not from two Iranian parents - but rather an Iranian father and an American mother. Such an awareness of the differences in Iranian society helps me understand that there are significant differences in the treatment of sexes, and this treatment deserves attention when analyzing the portrayal of Southwest Asians and Iranians. Additionally, my analysis also may reflect my perspective as a woman.

Religion. In terms of religion, my father is Muslim and my mother is, as she says, a "lapsed" Christian. My father and his family and friends are Persian and Muslim, and they have a very tight-knit community. While my father identifies as Muslim, he does not practice the faith in the house or attend a mosque. He does believe in God, but that is the extent of his religious beliefs - and his Muslim identification is more about his place of birth. My mother grew up in the Catholic faith but felt estranged after her divorce; she has not attended church since. She does believe in God, but that is the extent of her faith. My religious environment was inclusive and never forced — and the mixture has caused me to identify as an outsider with empathy towards others. Having many family members who are Muslim also helps me understand the reality of living with that faith in the U.S., and what their beliefs are, in reality, versus what is displayed and portrayed in the dominant narrative. Growing up with multiple faiths and witnessing discrimination against or persecution of those seen as other may also lead me to be a bit more protective of what I perceive as negative bias against Muslims.

Teacher and consultant. My past teaching involves full-time work in both AP Human Geography and World History at the secondary level — a role I held for sixteen years. Over the past five years, I have also served as an Adjunct Instructor of Geography at St. Norbert College,

and I previously taught Ethnic Geographies of the United States at UW-Parkside. I currently teach an education course at UW-Milwaukee — “Cooperative Strategies for Pre- and Early-Adolescents.” Such roles have allowed me access to textbooks at various levels. In fact, a geography course I completed in my undergraduate work used the 10th edition (2002) of *Geography: Realms, Regions, and Concepts*. I saved the textbook from my college years, and while I read it, I certainly did not think of it in the same context that I have in my study.

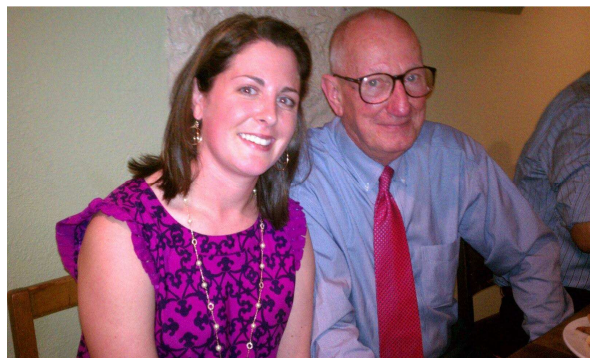
My experience with AP Human Geography has also allowed me to work as a consultant for publishers such as Wiley and Cengage. In 2012, I was asked to create guided readings in the *AP Study Guide to Accompany Human Geography: People, Place, and Culture, 10th Edition*. In 2012, I attended the National Conference on Geographic Education in San Marcos, Texas, with Paul Gray and Greg Sherwin, authors of the APHG Study Guide. My involvement in this project led to an invitation to dinner with several people from Wiley Publishing, including Harm de Blij, the original author of the accompanying *Human Geography: People, Place, and Culture* (and he is also the originating author for the textbook studied in this dissertation).

After meeting and engaging with Harm de Blij at the conference, my appreciation for him as an author grew tremendously. I also learned more about Harm de Blij after our meeting, including that he was born in Holland, moved to South Africa at sixteen, completed his Ph.D. at Michigan State University, worked as the geography editor on the television program *Good Morning America*, and worked as an editor of *National Geographic Magazine*. I was fortunate enough to again interact with Harm de Blij in 2013 at the National Conference for Geographic Education in Denver, Colorado.

My previous work with the accompanying Study Guide of the *Human Geography: People, Places, and Culture* textbook earned me a place as co-author, and we were meeting with

Harm to discuss updating that textbook to also include an AP Human Geography version, as the course was growing tremendously, and the textbook at that time lacked some of the AP course description areas. As always, he was kind, humble, and open to change. Little did I know that would be the last time I would see Harm, as he died from complications from cancer in 2014.

So how does one go about analyzing a textbook series of someone so accomplished and someone that others and I hold in such high regard? The answer has to be with the utmost respect and appreciation for someone who has given so much to the field of geography. As part of a show of respect and honor, and our brief but fun encounters, I would like to include a photo of our first meeting during our dinner in San Marcos, Texas.



Limitations of the Study

This study is limited in that it focuses on a particular college-level geography textbook and on one particular region/realm. Consequently, this study sought to analyze the portrayal of the realm North Africa/Southwest Asia in seven selected editions — from the 1970s to the present — of the Wiley textbook, *Geography: Realms, Regions, and Concepts* — textbooks published primarily for audiences in the United States. As the entire textbook series was not analyzed, this is also a limitation. My own positionality is another limitation as readers may interpret findings differently.

Chapter 4: Results of the Study

This study examined representations of North Africa/Southwest Asia in multiple editions of *Geography: Realms, Regions and Concepts* and how those representations construct a sense of place of the realm. The results of this study are outlined within this chapter according to the research questions presented earlier in the dissertation. The first section addresses the findings for research questions on critical regional geography followed by the findings for research questions on Orientalism and post-colonial theory. This study's findings for the textbook sample as individual editions appear first, followed by findings from collective whole, addressing questions of how portrayals have changed over time.

Research Questions on Critical Regional Geography

Findings from the perspective of Critical Regional Geography section are reflected here in narrative form. The first question in this section focused on defining and describing the North Africa/Southwest Asia realm — as well as other realms. Five categories were selected for further analysis of this question in each edition: physical geography, ethnicity, religion, adjectives, and descriptive nouns for the realms of North Africa/Southwest Asia, Southeast Asia, North America, and Europe. The second question focused on how countries in the realm were organized and which countries received emphasis. Therefore, a narrative is included which shows the order in which a realm's countries are presented in each edition as well as the emphasis given to those countries. For question three, concepts, ideas and terms are again analyzed about regions within each of the realms addressed as in question one - according to the same selected categories in question one: physical geography, ethnicity, religion, adjectives and descriptive verbs. Headings are also analyzed along with call-outs — descriptive passages which

focus on particular features chosen by the authors, which vary by realm. Question four focuses on the spatial arrangement of the textbook, therefore, a narrative appears describing the spatial layout of the text and changes over the editions. Finally, question five takes a spatial approach to shed light on the equity and breadth of coverage as to the frequency and proportional distribution of the chapters. Overall, the findings revealed how the authors create a sense of place through their words on the selected realms.

Question 1: How is North Africa/Southwest Asia defined and described? How does this compare to other realms? The first research question in this study examined how North Africa/Southwest Asia was qualitatively portrayed compared to the qualitative portrayal of the other selected realms of Southeast Asia, North America and Europe. The findings for this question were determined using Content Analysis of the realm summaries in the introductory chapter of each edition examined — and are also reported in Appendix A. North Africa/Southwest Asia was discussed first, followed by Southeast Asia, North America and Europe. Within each realm, five categories were selected and appear in the following order: physical geography, ethnicity, religion, adjectives, and descriptive nouns. The findings of individual editions are listed first, followed by the summary of findings for question one.

1st edition. In analyzing the first edition (1971) of *Geography: Realms, Regions and Concepts*, the description in the introductory chapter acknowledged both concepts the realm of North Africa/Southwest Asia (p.17) might be known best for — such as dry, Arab, and Islam, while also acknowledging that the complexities behind such terms make them not entirely accurate. There were two adjectives used to describe the realm — *tenuous* and *heterogeneous*. There was also an acknowledgment that de Blij's definition of the realm by countries is a very wide adoption that includes countries far north such as Turkey, and much farther south such as

Ethiopia. Therefore, the categories were physical geography, ethnicity, religion, and adjectives. There were no nouns used to describe a state of being. For Southeast Asia (p.17), there was brief discussion of the physical geography of Southeast Asia, and there was vague mention of *several* religions, and no ethnic discussion. Nouns such as *instability* described the political component of the region, along with words such as *varied* and *interesting*, and occupations as *ancient*. The description for North America (p.16) contained the categories of ethnicity and adjectives. *Anglo* was mentioned as an option not used by the authors to describe North America, mentioning that certain ethnic groups do not identify with the term. There was no mention of religion or physical geography. For Europe (p.16), the first edition briefly mentioned physical geography in mentioning the Aegean Sea. There was no mention of religion or ethnicity. Adjectives such as *relatively small* described the size of Europe, while *populous* described the number of people. *Very complex* was also used to describe the European realm.

2nd edition. In the second edition (1978) introductory description of North Africa/Southwest Asia (p.50), the use of the categories of physical geography, ethnicity, religion, and adjectives continued, with references to dry, Arab and Islam used - while again portraying these terms as inadequate to describe the realm. There were some physical geographic references of deserts present in the region as an isolating factor. There was also a mention of many more countries such as Afghanistan, Algeria and Mauritania. Additionally, new nouns appeared to describe the realm that included *poverty* and *instability* along with more positive adjectives such as *great* to describe religions and *cultural hearths* — plus more descriptive adjectives such as *huge*, *strongly clustered* and *strongly conservative*. For Southeast Asia (p.53-54), ethnicity is briefly mentioned as well as religion and physical geography. Adjectives such as *interesting* and *ancient* to describe *occupation* no longer appeared. Nouns such as *mosaic*

described ethnicities, and *discontinuous* described the realm's physical geography. *Countless* described contests for power, *good* for the term Indochina, and *strong* to describe cultural imprints as well as immigration from China. Religions such as Hindu, Islam, and Buddhism were also mentioned in the description of the realm. The second edition dropped the discussion about the adjective of *Anglo* as an alternative to *North America* (p.48). Nouns such as *noise* and *pollution* described North American urban issues. Ethnicity was mentioned in discussion of *plural* to describe society along with *segregation* as a noun to describe the separation of groups. *Massive* was used to describe technology, *enormous* to describe the use of resources, and *fast-paced* to describe lifestyles. However, there was still no discussion of religion or of physical geography. In Europe (pp.45-46), there appeared a large portion of physical geographic references, with adjectives such as *grandeur* to describe the Alps and *excellent* for agricultural wealth, and *great* to describe its cities. *Fraction* was a noun used to describe its small landmass, and the focus on population has now shifted to *achievement*. Additionally, Europe was described as having *complex technology*, *enormous productivity* and *dynamic growth*. Ethnicity was mentioned in discussion on the *diversity* of groups, specifically mentioning *Finns* and *Hungarians*. There was still no mention of religion within the European realm.

5th edition. The fifth edition (1988) introduced a new co-author (Muller), but stayed consistent in its depiction of North Africa/Southwest Asia (pp.45-46) physical geography, ethnicity, and religion. However, some adjectives and nouns used to describe the realm changed. *Powerful* was used to describe the influence of Islam, *oil rich* to describe the Arabian Peninsula, and *holy* to describe Mecca. The adjective *huge* was still used to describe deserts, along with *strongly conservative* to describe religion, while *cultural hearths* was again used to describe the realm's heritage — with *poverty* to describe rural areas in the realm. Arab, dry and Islam and the

number of countries mentioned in the text remain the same. The description of Islam increased in this edition by mentioning the *holy city of Mecca*.

In Southeast Asia (p.47), the description was verbatim to the second edition. The authors briefly discussed ethnicity as well as religion and physical geography. As in the second edition, adjectives such as *interesting* and *ancient* to describe *occupation* did not appear. Nouns such as *mosaic* describe ethnicities, and *discontinuous* described the realm's physical geography. *Countless* described contests for power, *good* for the term Indochina, and *strong* to describe cultural imprints as well as immigration from China. Religions such as Hindu, Islam, and Buddhism were also now mentioned in the description of the realm.

In North America (pp.42-43), the conversation continued about ethnicities through the terms *pluralism* and *segregation* while also adding *persistent* to describe social problems. Adjectives such as *sophisticated* now described technology, while *enormous* still described the use of resources and *fast-paced* for lifestyles. *Noise* and *pollution* remained to describe urban areas. There was still no discussion of religion or physical geography in North America.

In Europe (p.41), the same language continued around the physical geography of Europe using adjectives such as *grandeur* to describe the Alps and descriptive nouns such as *resource-laden* to describe the realm. The adjective *small* now described the land area of Europe, and the word *achievement* described Europe's importance. Ethnicity remained present with discussion of *Finns* and *Hungarians* as the examples of diversity in Europe. The adjective *complex* has been replaced with *sophisticated* to describe technology, *great* still described cities, productivity as *enormous*, and growth as *dynamic*. There was still no mention of religion in the European realm.

7th edition. The seventh edition (1994) continued with physical geography, ethnicity and religion to represent the North Africa/Southwest Asia (p.39) realm. New adjectives appeared such as *vast and sprawling* to describe the realm. The description of *Islamic, Arab and dry* continued. *Widely expressed* described Islam in the realm and settlements as *widely separated* and nouns such as *isolation* described the realm. The region of *The Middle East* in the realm was referenced as *pivotal* and Islam as *reviving* in former Soviet Republics.

Southeast Asia (p.40) continued to briefly discuss ethnicity as well as religion and physical geography. Descriptive nouns such as *mosaic* to describe ethnicities still appeared in the textbook as well as *discontinuous* to describe the realm's physical geography. Other descriptive nouns and adjectives appeared such as *countless* described contests for power, *good* for the term Indochina, and *strong* described cultural imprints as well as immigration from China. Religions such as Hindu, Islam, and Buddhism were also still mentioned in the description of the Southeast Asian realm.

In North America (pp.35-36), conversation on ethnicities continued through *pluralism* with *troubled* to describe the separation of groups. Adjectives such as *sophisticated* still described technology, while *massive* now described the use of resources and *unmatched* modified the word ability. *Post-industrial* now described the realm, and some physical geography entered in describing grain and farming. Additionally, *resource-rich* described interior North America. There was still no discussion of religion in North America.

There were several significant changes in Europe. Much of the physical geography of Europe (p.35) was eliminated. The adjective *small* described the land area of Europe, and the word *achievement* described Europe's importance. This was the only discussion of physical aspects. Ethnicity and religion were not present in the seventh edition. There was still no

mention of religion in the realm. The noun *strength* was used to describe the realm after the collapse of the Soviet Union.

9th edition. The ninth edition (2000) contained stark contrasts to previous editions, as information for all regions drastically decreased, and all adjectives and describing nouns were removed. Physical geography, ethnicity and religion were no longer present in the introduction to North Africa/Southwest Asia (p.30). Therefore, the descriptions of Islamic, Arab and dry were absent. This edition focused on defining the space, how the realm was referenced, and the regions within the realm.

The description of Southeast Asia (pp.31-32) continued to briefly discuss ethnicity as well as religion and physical geography. Nouns and adjectives such as *varied mosaic* to describe ethnicities still appeared in the text. *Dozens* described religions without mentioning any specific faiths. In physical geography, *thousands* referenced islands and a *peninsular mainland* was also mentioned in Southeast Asia.

In North America (p.29), ethnicity references were eliminated as well as physical geography and adjectives (religion was never present for the realm).

In Europe (p.29), physical geography, ethnicity and religion were not present. Nouns such as *fragmented* described the political atmosphere of Europe, and *influential* described its global affairs. The only adjectives that remained were *small* to describe Europe's land size and *core* to describe the realm.

12th edition. Only one slight change appeared in the twelfth edition (2006) compared to the ninth edition in the realm of North Africa/Southwest Asia (p.30). Instead of seven regions in the realm, there were six — as *The African Transition Zone* was placed in the chapter on Sub-Saharan Africa.

There were no changes to Southeast Asia (p.32) from the ninth edition. Ethnicity was still briefly discussed as well as religion and physical geography. Nouns and adjectives such as *varied mosaic* to describe ethnicities still appeared in the text. *Dozens* described religions without mentioning any specific faiths. In physical geography, *thousands* referenced islands and a *peninsular mainland* was also mentioned.

In North America (p.30), there were also no changes from the ninth edition. Ethnicity, physical geography, descriptive nouns and adjectives from North America were no longer present (religion was never present for the realm).

In Europe (p.29), there were also no changes from the ninth edition. Physical geography, ethnicity and religion were not present. Nouns such as *fragmented* described the political atmosphere of Europe and *influential* described its global affairs. The only adjectives that remained were *small* to describe Europe's land size and *core* to describe the realm.

17th edition. There were no descriptions of any realms in the introduction of this edition (2017) as all introductory paragraphs were transferred to the realm chapters.

Summary of findings for Q1. The findings revealed that the realms of North Africa/Southwest Asia, Southeast Asia, Europe, and North America were described quite differently. North Africa/Southwest Asia was most commonly described according to the categories of physical geography, ethnicity, and religion. Descriptive nouns and adjectives were mixed in terms of tone as they included *poverty, holy, heterogeneous, instability, strongly conservative, oil rich, powerful, isolation, and pivotal*. However, by the ninth edition, all adjectives and descriptive nouns disappeared.

Southeast Asia most commonly received coverage of physical geography and religion throughout editions while ethnicity received brief mentions. Adjectives and descriptive nouns

tended to be more positive and exotic with words such as *ancient, interesting, mosaic, varied*, with the authors also, at times, inserting their own voice by calling the term *Indochina* a *good* term for the realm. Southeast Asia remained the exception to the realms selected in that all of the categories are present throughout the editions and do not stop at the ninth. Over time, the references to outside influence and colonial imprints decreased.

North America received ample coverage of ethnicity over time, but the discussion was generally framed in a negative context in talking about *pluralism* as it involved segregation and isolation of groups — this was never framed in the sense of looking at the positives that diversity brings to a realm. While there was a mixture of descriptive nouns and adjectives, there generally was a more negative tone when discussing North America such as *noise, pollution, segregation, troubled* - though more positive words such as *resource rich* and *sophisticated* appear as well. Religion is never mentioned in the description of North America and physical geography is mentioned only once. After the ninth edition, none of the five categories are mentioned in the textbook.

Europe never received any mention of religion throughout any of the editions. Europe generally received more adjectives and descriptive nouns that were positive such as *grandeur, resource laden, strength, core, great, dynamic, and complex*. Little mention was generally made regarding ethnicities in Europe with *Hungarians* and *Finns* mentioned in a few editions as types of *diversity*, but otherwise ethnicity was not emphasized.

Additional findings revealed a stark contrast between the seventh (1994) and ninth edition (2000). The seventh edition contained several paragraphs to describe each realm, and by the ninth edition, the number of lines decreased by more than half.

Question 2: How are countries within the North Africa/Southwest Asia realm organized? What countries are emphasized? The second research question in this study examined how the countries (and regions) of the North Africa/Southwest Asia realm were quantitatively organized within the realm. The findings for this question were determined using Content Analysis, utilizing percentages to indicate proportions as a measure of emphasis. The findings of individual editions are listed first followed by a summary of findings for question two.

1st Edition. When discussing the different regions within the North Africa/Southwest (pp.372-422) Asia realm, the first edition began with *Modern Egypt* (19%), devoted only to Egypt, and then moved west to *The Middle East in North Africa* (9%). Countries such as Morocco, Algeria, Tunisia, and Libya were briefly mentioned, along with Morocco, Tunisia, Algeria and Libya in equal coverage. Moving south and east, *The Sudan and Africa's Horn* (19%) discussed Sudan, Ethiopia, and the Somali Republic — with no country receiving much individual coverage. Moving northeast to *Israel and the Pivot* (16%), there was discussion of Israel (40% of the region) with Lebanon, Syria, Jordan and Iraq splitting the rest of the coverage. Moving west to *The Desert* (6%), the focus was on Saudi Arabia (50% within the region), with brief mention of Yemen, Oman, and Qatar. Moving east to *Ataturk's Turkey* (13%), the section *focused* almost solely on Turkey (95% of the region). Moving farther east to the last section, in *The East: Iran* (16%), Iran was a main focus (40% of the region), and there were mentions about some areas of *SSR Turkmen*, Azerbaijan, and Afghanistan. Overall, Egypt along with Turkey, was a major focus of the realm.

2nd edition. The second edition of North Africa/Southwest Asia (pp.339-388) contained six regions, starting with the region of Egypt, moving west along the Mediterranean coast of

Africa, followed by a northeast move to countries such as Jordan and Syria, then south to the Arabian Peninsula, next focusing on northern countries such as Iran and Turkey, and ending with a minimal coverage of the strip separating this realm from Sub-Saharan Africa. *Egypt and its Neighbors* still had large emphasis as an entire region devoted to a single country (22%); *The Maghreb and Libya* (15% pages) focused on Libya and Algeria; *The Middle East* (30%) had heavy emphasis on Israel (75% of the Middle East); *The Arabian Peninsula* (7%) had a major focus on Saudi Arabia; and, *The Non-Arab North* (22%) focused on Turkey (50% of the region), Cyprus (17%), and Iran (17%). The last heading, *African Transition Zone* (4%), focused on Ethiopia and Somalia. Overall, in the second edition, Egypt remained a major focus of the realm, along with Turkey and Israel.

5th edition. The fifth edition's coverage of the realm of North Africa/Southwest Asia (pp.361-414) again consisted of six regions, starting with Egypt, again moving west along the Mediterranean coast of Africa, followed by moving northeast to countries such as Jordan and Syria, then south to the Arabian Peninsula, next focusing on northern countries such as Iran and Turkey, and again ending with a minimal coverage of the strip separating this realm from Sub-Saharan Africa. *Egypt and the Nile Basin* still had a large emphasis (22%); *The Maghreb and Libya* (11%) focused on Libya and Algeria; *The Middle East* (22%) emphasized Israel (50% of the Middle East); *The Arabian Peninsula* (11%) focused mainly on Saudi Arabia; and, the *Non-Arab North* (25%) emphasized Turkey (43%), Cyprus (14%), and Iran (43%). The last heading, *The African Transition Zone* (7%), again focused on Ethiopia and Somalia. Overall, Egypt remained a major focus of the entire realm, along with Turkey, Israel and Iran.

7th edition. The realm of North Africa/Southwest Asia (pp.411-451) was now grouped into seven regions. *Egypt and the Lower Nile Basin* received less coverage in this edition (13%)

but again remained a region of a single country. After Egypt, the textbook moved west to *The Maghreb and Its Neighbors* (7%) with Libya receiving slightly more coverage in the region. Heading south, the *African Transition Zone* (10%) was covered next with Ethiopia receiving the most coverage. The textbook then moved northeast to *The Middle East* (26%) with focus on Israel (50% of the region), followed by Iraq (25% of the region). Moving south, *The Arabian Peninsula* (10%) focused mainly on Saudi Arabia (99% of the region). Farther north, *The Empire States* (19%) focused on Turkey (50% of the region) and Iran (14% of the region). Moreover, even farther north into Central Asia, the countries within *Turkestan* (15%) received equal coverage. Overall, Egypt remained the country with the most coverage, along with Israel, and then followed by Saudi Arabia.

9th edition. The realm of North Africa/Southwest Asia (pp.280-334) again started with a discussion of *Egypt and the Lower Nile Basin* (17%), moving west to *The Maghreb and Its Neighbors* (6%), with equal (but small) coverage of countries. The text moved south into *The African Transition Zone* (3%) with little room to mention any country in depth. Moving northeast to *The Middle East* (29%), Iraq received emphasis (20% of the region) along with Israel (60% of the region). Moving west, *The Arabian Peninsula* (9%) devoted coverage to Saudi Arabia (50% of the region) and then equal coverage spread among the other countries (combined) in the region. Heading east to *The Empire States* (20%), Turkey received emphasis (57% of the region) along with Iran (29% of the region). Northeast of the Empire States, *Turkestan* (17%) was the final region, with all countries in the region receiving equal treatment. Overall, Egypt and Israel received the most - and equal - coverage, followed by Turkey.

12th edition. The realm of North Africa/Southwest Asia (pp.324-377) started with a discussion of *Egypt and the Lower Nile Basin* (13%), with Egypt receiving the most coverage

(75% of the region), but with Sudan now receiving attention (25%). Moving west to *The Maghreb and Its Neighbors* (7%), coverage of countries was slight but equal. *The African Transition Zone* was no longer part of this chapter and was now located in the Sub-Saharan Africa realm. Moving northeast to *The Middle East* (30%), Iraq received emphasis (22% of the region), along with Israel and the Palestinian Territories (56% of the region). Moving south, *The Arabian Peninsula* (10%) devoted a page to Saudi Arabia and a page to the other countries (combined) in the region. Heading north and east to *The Empire States* (20%), Turkey received emphasis (50% of the region), along with Iran (25% of the region). Northeast of *The Empire States*, *Turkestan* (20%) was the last region, with the five former Soviet States receiving equal coverage (50% of the region), and Afghanistan (50% of the region) receiving more coverage than in previous editions. Overall, Israel received the most coverage, followed by Egypt, Afghanistan and Turkey.

17th edition. The realm of North Africa/Southwest Asia (pp.233-278) started with a discussion of *Egypt and the Lower Nile Basin* (17%) with Egypt receiving the most coverage (75% of the region), though Sudan again received some attention (25% of the region). Moving northeast to *The Middle East* (17%), Israel and the Palestinian Territories received the most coverage (50% of the region). Moving west, *The Arabian Peninsula* (17%) devoted a page to Saudi Arabia (75% of the region) while the other countries in the region (25%) shared equal coverage. Heading north and east to *The Empire States* (20%), Turkey received emphasis (60% of the region) along with Iran (40% of the region). Moving southwest to *The Maghreb and Its Neighbors* (12%), Libya received the most coverage (33% of the region) while the other countries split equally the remainder of the coverage. Heading south, *The African Transition Zone* (17%) re-appeared in this chapter with all countries receiving equal coverage. *Turkestan*

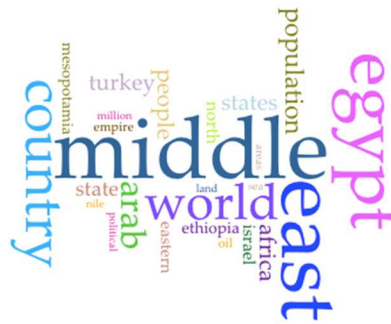
and the five former Soviet States were no longer present in the seventeenth edition chapter. Overall, Egypt and Turkey had the most coverage, followed by Israel and Iran.

Summary of findings for Question 2. The findings for question two revealed Egypt and Turkey as a major source of emphasis over time as countries and in terms of emphasis of the regions within the North Africa/Southwest Asia realm. *Middle East* as a region also received a greater emphasis over the editions. Israel became a country of emphasis, and in one edition actually overtakes Egypt in amount of textbook coverage. In the fifth and seventeenth editions, Iran was considered one of the countries with greater emphasis.

The findings also revealed changes within the textbook in terms of what regions within the realm are included in the chapter. For example, *The African Transition Zone* was removed in the twelfth edition and reappeared in the seventeenth edition, and the former Soviet states were removed from the chapter in the seventeenth edition. Also, by the seventeenth edition, there was more balanced coverage among regions within the realm.

Question 3. What regional concepts, ideas and terms are used? How does this compare to those used in other realms? The third research question in this study examined the qualitative portrayal of North Africa/Southwest Asia compared to the qualitative portrayal of the other realms of Southeast Asia, North America and Europe via concepts, ideas and terms, headings, and call-outs. The findings for this question were determined using Content Analysis and reported in Appendix B. North Africa/Southwest Asia was mentioned first, followed by Southeast Asia, North America and Europe. The findings of individual editions are listed first, followed by a summary of findings.

1st Edition.



The Wordle created for North Africa/Southwest Asia (pp.372-422) in the 1st edition was based on the software program, Voyant, for Content Analysis of terms. Wordle is a word cloud that displays words with higher frequencies as larger (limit of 25 words) in each edition. The Wordle revealed *Arab* in medium font size, belonging in the category of ethnicity. *Sea, Nile* and *land* appeared in small font size in the Wordle, following physical geography. There is not a religion represented in the Wordle. There were no adjectives listed in the Wordle as *east* generally belongs with *middle* for *Middle East*. For simplicity's sake in the Wordle, since many nouns might be considered descriptive, they were instead listed as the largest words in the Wordle. For the first edition, this included the following words: *middle, east, and Egypt*.

In key concepts and ideas for North Africa/Southwest Asia, *Principle of challenge and resources, boundary morphology, ecological trilogy* and *resource regions* were tied to the physical geography category. There were no references to ethnicity or religion. There were no adjectives, and *challenge* was a descriptive noun. In Southeast Asia, *Spatial Morphology, Historic Waters, Epicontinental Sea, Territorial Sea* and *Maritime Provinces* each fit the category of physical geography. There were no references to ethnicity, religion or any adjectives, or descriptive nouns. For North America, *Physiographic Provinces* related to physical geography, *Plural Society* related to ethnicity, and there were no religion references.

No adjectives or descriptive nouns existed for North America. In Europe, *Site* appeared representing physical geography. There were no words relating to ethnicity or religion, as well as no adjectives or descriptive nouns in the European realm.

Headings on North Africa/Southwest Asia included *Boundary Morphology* and *The Desert* for physical geography. There were no adjectives, and descriptive nouns such as *Greatness Past* and *Greatness Lost* existed. In Southeast Asia, *Water and Land* fits under physical geography and *Indochina* for ethnicity. There were no adjectives or descriptive nouns. In North America, *North American Mineral Resources* tied to physical geography, and there were no headings related to ethnicity or religion. Adjectives such as *Colonial*, *Black*, and *Westward* appeared as headings in the chapter on North America. In Europe, *The British Isles*, and *The Alpine Countries* tied to physical geography, and there were no ethnic or religious headings. There were no adjectives or descriptive nouns.

2nd edition.



The Wordle revealed *Arab* in large font size in the category of ethnicity for North Africa/Southwest Asia (pp.339-388). In physical geography, *Nile* appeared as small font size and *river* in even smaller font size. The second edition does contain the religion of *Islam* in very small font size — the same size as *river* in physical geography. There were no adjectives, and the largest words as descriptive nouns include the following: *Egypt*, *Arab*, *middle*, and *east*.

In concepts and ideas for North Africa and Southwest Asia, *Boundary Morphology* and *Ecological Trilogy* related to physical geography. There were no ties to ethnic or religion as categories. Additionally, there were no adjectives or descriptive nouns. In Southeast Asia, *Spatial Morphology*, *Maritime Boundaries* and *World Lake Concept* tied to physical geography. There were no concepts and ideas related to ethnicity or religion and no descriptive nouns or adjectives. In the chapter on North America, *Site* related well to physical geography, *Plural Society* to ethnic, and there were no references related to religion. *Urban hierarchies* and *Urban Structure* were present for adjectives and descriptive nouns for North America. In Europe, *Site* fits with physical geography; there were no concepts and ideas related to ethnic, religion, or adjectives and descriptive nouns.

In headings and call-outs for North Africa/Southwest Asia, *Boundaries and Barriers* related to physical geography as well as *Western Isle*. The call-out *Palestinian Dilemma* tied to ethnicity, and there were headings on religion. For adjectives and descriptive nouns, *Palestinian Dilemma*, *The Problem of Cyprus*, and a *Greatness Past* were present. In Southeast Asia, *Territorial Morphology* and *Land Sea* related to physical geography, Indochina to ethnicity, and there was no reference to religion. There were no adjectives or descriptive nouns present. In North America, *North American Mineral Resources* corresponded to physical geography, and there were no references to ethnicity or religion in the headings. *Trans-Alaska* was a descriptive noun for the pipeline, and *Transport* was used as an adjective for technology. There were no additional adjectives or descriptive nouns. In Europe, the heading *Landscapes and Rivalries* corresponded to physical geography, and there were no headings related to ethnicity or religion or adjectives and descriptive nouns.

5th edition.



The Wordle revealed *Arab* again in large font size in the category of ethnicity for North Africa/Southwest Asia (pp.361-414). In physical geography, *Nile* again appeared in small font size. The fifth edition did not contain a mention of religion. There were no adjectives, and the largest words as descriptive nouns were the following: *Egypt*, *Arab*, *world*, *country*, *million*, *middle*, and *east*.

In concepts and ideas for North Africa and Southwest Asia, *Ecological Trilogy* related to physical geography. There were no ties to ethnic or religion as categories. Additionally, there were no adjectives or descriptive nouns. In Southeast Asia, *Maritime Boundaries* and *World Lake Concept* tied to physical geography. There were no concepts and ideas related to ethnicity and religion. Additionally, there were no descriptive nouns or adjectives. In the chapter covering North America, *Site* related well to physical geography, *Plural Society* to ethnic, and there were no religious related references. *Urban geography* and *Post-industrial* were present as adjectives and descriptive nouns for North America. In Europe, *Site* fits with physical geography, and there were no concepts and ideas related to ethnicity, religion, or adjectives and descriptive nouns.

In headings and call-outs for North Africa/Southwest Asia, *Boundaries and Barriers* and *Ecological Trilogy* related to physical geography. The call-out *Palestinian Dilemma* tied to

ethnicity, and no heading appeared on religion. For adjectives and descriptive nouns, *The Problem of Cyprus* and a *Greatness Past* were still present, along with *Urban Dominance*. In Southeast Asia, *Territorial Morphology* and *Land Sea* related to physical geography, *Indochina* to ethnicity — and there was no reference to religion. There were no adjectives or descriptive nouns present. In North America, *North American Mineral Resources* corresponded to physical geography, and there were no references to ethnic or religion in the headings. *Trans-Alaska* is a descriptive noun for the pipeline, and *Transport* is used as an adjective for technology. There are no other additional adjectives or descriptive nouns. In Europe, the heading *Landscapes and Rivalries* corresponded to physical geography; there were no headings related to ethnicity or religion or adjectives and descriptive nouns.

7th edition.



The Wordle revealed *Arab* again in large font size in the category of ethnicity for North Africa/Southwest Asia (pp.411-451). In physical geography, there are no references. The seventh edition contained *Islam* and *Islamic* in large font size for religion. There were no adjectives, and the largest words as descriptive nouns were the following: *realm*, *oil*, *Islam*, *Islamic*, *million*, *Egypt*, *north*, *world*, *east*, and *Iran*.

In concepts and ideas, *Climate Change* in North Africa/Southwest Asia related to physical geography, and there were no mentions related to ethnicity, religion, or adjectives and

descriptive nouns. In Southeast Asia, *Maritime Boundaries* related to physical geography. There were no ethnic, religious, or descriptive nouns and adjectives as references in ideas and concepts. In North America's ideas and concepts, *Rain Shadow Effect* and *Physiographic Province* related to physical geography. *Cultural Pluralism* related to ethnicity, and *Urban Geography*, *Post-industrial Society and Economy*, and *Megalopolitan Growth* were descriptive nouns and adjectives. Under ideas and concepts in Europe, *Geomorphology* and *Site* related to physical geography, and there were no ethnic or religious references. There were no other descriptive nouns or adjectives in the European realm.

In headings for North Africa/Southwest Asia, *Stage for Islam*, *Supranationalism in the Realm of Islam*, and *The Flowering of Islamic Culture* related to religion. *A Future Kurdistan* and *Palestinian Dilemma* related to ethnicity, and *Divisive Forces* and *The Problem of Cyprus* were examples of descriptive nouns and adjectives. In Southeast Asia, *Southeast Asia's Seas* related to physical geography, and *Indochina* and *The Ethnic Mosaic* related to ethnicity. There were no religious references. In North America, *The Rain Shadow Effect* call-out and *North America's Physical Geography* related to physical geography while *The Ethnic Tapestry of the United States* related to ethnicity. Additionally, call-outs titled *Urban Geography*, *Two Highly Advanced Countries*, and *The Lineaments of Post-industrial Society* related to descriptive nouns and adjectives. In Europe, the *Geomorphology* and *Landscapes and Opportunities* call-outs related to physical geography.

9th edition.



The Wordle revealed *Arab*, but it appeared in medium font rather than large font size in the category of ethnicity for North Africa/Southwest Asia (pp.280-334). In physical geography, *sea* appeared in very small font size. *Islam* and *Islamic* appeared in large font size for religion. There were no adjectives, and the largest words used as descriptive nouns were the following: *realm*, *oil*, *Islamic*, *Islam*, *north*, *east*, *Israel*, *world*, and *Iran*.

In concepts, ideas and terms for North Africa/Southwest Asia, *Climate Change Theory* related to physical geography while *Islamization*, *Religious Fundamentalism* and *Muslim Front* related to religion. There were no concepts, ideas and terms related to ethnicity or descriptive nouns and adjectives. For Southeast Asia, both *Fragmented State* and *Archipelago* related to physical geography. In North America's ideas and concepts, *Rain Shadow Effect* and *Physiographic Province* related to physical geography. *Cultural Pluralism* and *Mosaic Culture* related to ethnicity, and *Post-industrialism*, *Productive Activities* and *American Manufacturing Belt* were descriptive nouns and adjectives. Under ideas and concepts in Europe, *Geomorphology* and *Site* related to physical geography, and there were no ethnic or religious references. There were no other descriptive nouns or adjectives in the European realm.

Under headings for North Africa/Southwest Asia, *Stage of Islam*, the call-out - *The Flowering of Islamic Culture*, *Islam Divided*, and the call-out - *A Palestinian Dilemma* related to religion, while the call-outs *Divided Cyprus* and *A Future Kurdistan* related to ethnicity. There were no headings related to physical geography. In Southeast Asia, the headings *Physical Geography*, *Mainland Southeast Asia*, *Elongated Vietnam*, *Compact Cambodia*, *Landlocked Laos*, *Protruded Thailand*, *Insular Southeast Asia*, *Mainland-Island Malaysia*, *Indonesia's Archipelago*, *Fragmented Philippines* - plus the call-out *The Mighty Mekong*, all related to physical geography. There were no headings that related to religion or ethnicity. In North America, *The Pacific Hinge*, *The Northern Frontier* and *The North American Core*, *The Maritime Northeast*, *The Continental Interior* and *The Western Frontier* related to physical geography, while *French Canada* related to ethnicity. There were no other descriptive nouns and adjectives. In Europe, *The British Isles* and *Landscapes and Opportunities* related to physical geography. *Centripetal and Centrifugal Forces* — call-out, *Contemporary Europe* and *The Revolutions of Modernizing Europe* related to descriptive nouns and adjectives.

12th edition.



The Wordle for North Africa/Southwest Asia (pp.324-377) revealed *Arab*, but smaller font size in the category of ethnicity. In physical geography, *sea* appears in very small font size. *Islamic* appeared in large size for religion and *Islam* in medium font size. There were no

adjectives, and the largest words as descriptive nouns were the following: *oil, world, Islamic, realm, million, and country.*

In concepts, ideas and terms in North Africa/Southwest Asia, *Climate Change* and *Choke Point* related to physical geography, while *Islamization, Religious Revivalism, and Wahhabism* tied to religion. There were no ties to ethnicity or descriptive nouns and adjectives. In Southeast Asia, *Tsunami, Compact State, Elongated State, Fragmented State, and Archipelago* all related to physical geography. There were no ties to ethnicity, religion, or descriptive nouns and adjectives. In North America, *Pacific Rim, Physiographic Province, Fossil Fuels* and *Rain Shadow Effect* related to physical geography. *Cultural Pluralism* and *Mosaic Culture* related to ethnicity, and *Productive Activities* and *Post-industrialism* related to descriptive nouns and adjectives. In Europe, *Land Hemisphere, Site* and *Landlocked Location* related to physical geography. There were no ties to ethnicity, religion, or descriptive nouns and adjectives.

Under headings for North Africa/Southwest Asia, *Egypt and the Lower Nile Basin* related to physical geography while the call-out *A Future Kurdistan?* related to ethnicity. Additionally, *Stage for Islam*, the call-out *The Flowering of Islamic Culture, Islam Divided*, and the call-out *Islam in the Twenty-First Century: Revive or Reform?* all related to religion. There were no adjectives and descriptive nouns. For Southeast Asia, *Land and Sea Borders, Physical Geography, Mainland Southeast Asia, Elongated Vietnam, Compact Cambodia, Landlocked Laos, Protruded Thailand, Insular Southeast Asia, Mainland-Island Malaysia, Indonesia's Archipelago, Fragmented Philippines* and the call-out *The Mighty Mekong* all related to physical geography. A call-out *The Chinese Presence in Southeast Asia* related to ethnicity. There were no other mentions of descriptive nouns and adjectives, or religion. In North America, the headings *North America's Physical Geography, The Continental Interior, The Pacific Hinge,*

The North American Core and *The Maritime Northeast* related to physical geography while *Indigenous North America* and *French Canada* related to ethnicity. There were no religious or other descriptive nouns or adjectives present. In Europe, *Landscapes and Opportunities* and *The British Isles* related to physical geography while *Contemporary Europe*, *The Revolutions of Modernizing Europe* and *Europe's Modern Transformation* were present as descriptive nouns and adjectives.

17th edition.



The Wordle for North Africa/Southwest Asia (pp.233-278) revealed *Arab* in medium font size in the category of ethnicity. There were no physical geography references. *Islamic* appeared in medium font size for religion. There were no adjectives, and the largest words as descriptive nouns were the following: *realm*, *countries*, *arab*, and *oil*.

In North Africa/Southwest Asia concepts, ideas and terms, *Climate Change* and *Choke Point* related to physical geography. *Islamization*, *Religious Revivalism* and *Wahhabism* related to religion. There were no ties to ethnicity and no descriptive nouns and adjectives. In Southeast Asia, *Tsunami*, *Compact State*, *Elongated State*, *Fragmented State*, *State Boundaries* and *Archipelago* related to physical geography. There were no connections to ethnicity, religion, or other descriptive nouns and adjectives. In North America, *Physiographic Province*, *Fossil Fuel*, *Tar Sands*, *Pacific Rim*, *Boreal Forest*, *Aquifer*, *Rain Shadow Effect* and *Pacific Rim* related to

physical geography. *First Nations, Mosaic Culture* and *Cultural Pluralism* related to ethnicity, and *Urban System, World-City, Productive Activities* and *Deindustrialization* related to descriptive nouns and adjectives. There were no references to religion. In Europe, *Estuary, Land Hemisphere, Landlocked Location* and *Site* related to physical geography. *World-city* and *Microstate* related to descriptive nouns and adjectives, and there were no references to religion or ethnicity.

Under headings for North Africa/Southwest Asia, *Egypt and the Lower Nile Basin* related to physical geography, while *Stage for Islam*, the call-out *The Flowering of Islamic Culture, Islam Divided*, and the call-out *Islam in the Twenty-First Century: Revive or Reform* all tied to religion. The call-out *A Future Kurdistan* related to ethnicity; there were no other connections to descriptive nouns or adjectives. In Southeast Asia, *Land and Sea Borders, Physical Geography, Mainland Southeast Asia, Elongated Vietnam, Compact Cambodia, Landlocked Laos, Protruded Thailand, Extended Myanmar, Insular Southeast Asia, Mainland-Island Malaysia, Indonesia's Archipelago, Fragmented Philippines* and the call-out *The Mighty Mekong* all related to physical geography. A call-out *The Chinese Presence in Southeast Asia* related to ethnicity, and there were no religious references or ties to other descriptive nouns and adjectives. In North America, *North America's Physical Geography, The Maritime Northeast, The Continental Interior, The Pacific Hinge* and *The Distribution of Natural Resources* related to physical geography. *Indigenous North America, Native Americans and European Settlement, The Making of a Multicultural Realm* and *Regionalism and Ethnicity in the United States* related to ethnicity. There were no religious references or other descriptive nouns and adjectives. In Europe, *Landscapes and Opportunities, The British Isles* and *Northern (Nordic) Europe* tied to physical geography. *The Revolutions of Modernizing Europe, Contemporary Europe* and *Europe's*

Modern Transformation related to descriptive nouns and adjectives. *Islamist Terrorism in Europe* related to religion while *Immigration and the Growing Multicultural Challenge* related to ethnicity.

Summary of findings for Q3. The findings for question three regarding the Wordle revealed Egypt decreased in mentions over time and was replaced by countries such as Israel and Iran. The Wordle also revealed religion mentioned less frequently in earlier editions but more frequently in later editions. Ethnicity was an aspect of every Wordle for the realm of North Africa/Southwest Asia while its physical geography was not as frequently mentioned. The findings for frequencies also revealed an increase in oil as a key word. The findings for the Wordle are noted in Figure 2, and show the first and seventeenth edition.



Figure 2. Wordle from 1st edition (left) and Wordle from 17th edition (right)

The findings for key concepts and ideas (and later, terms), revealed an inconsistent narrative for each of the selected world realms. North Africa/Southwest Asia changed over time in terms of coverage of physical geography, ethnicity, religion and adjectives and descriptive nouns. In early editions, some physical geography was present; this changed in the ninth edition (2000) and later editions to include religion. Southeast Asia continuously had mentions of physical geography but no mentions of religion or ethnicity. In North America, physical geography consistently received several mentions, followed by a few instances of ethnicity. The

findings revealed no mentions of religion in North America. In Europe, there were physical geography mentions but none related to ethnicity or religion.

The findings revealed that while there were consistencies of how a given realm was portrayed over time, there were inconsistencies in terms of realms categorically compared with each other. In North Africa/Southwest Asia, headings consistently contained physical geography, ethnicity, and religion. The adjectives were mixed, with use of words such as *great* at times, but also many references to *divided*. Additionally, the findings revealed changes over editions — with the heading of *Israel* in earlier editions changing to *Israel and the Palestinian Territories*. In Southeast Asia, headings consistently contained physical geography headings. The findings also revealed an assertion by the authors of describing *Indochina* as a *good* term for the realm. Additionally there were no headings relating to religion, and only a few mentions over editions of ethnicity. In North America, there were consistently headings related to physical geography, no headings related to religion, and very few headings across editions related to ethnicity. In Europe, headings appeared related to physical geography throughout each of the editions. Ethnicity was not mentioned until later editions, and not often. The findings also revealed that religion was not mentioned in any headings on Europe with the exception of the seventeenth edition on *Islamist Terrorism*.

Question 4. What is the spatial arrangement of the textbook and where, spatially, does Southwest Asia appear? The fourth research question in this study examined the qualitative spatial arrangement of North Africa/Southwest Asia compared to other world realms. The findings for this question were also determined using Content Analysis and reported in Appendix C. The findings of individual editions are listed first, followed by a summary of findings for question four.

1st edition. The first edition contained fifteen chapters with North Africa/Southwest Asia appearing in the tenth chapter. The first edition started in Europe, moved east to the Soviet Union, then west to the United States, south to Middle America and then through South America, then east to Africa, north and east to North Africa and Southwest Asia, east to the India and the Indian Perimeter, north to China, southeast to Southeast Asia, northeast to Japan, and then south and east to Australia and the Islands.

2nd edition. The second edition contained eleven chapters with North Africa/Southwest Asia appearing seventh. The second edition again started in developed realms with Europe (with Australia included as a satellite), moved east to the Soviet Union, then west to the United States (which includes Japan). The textbook then lists underdeveloped realms, moved south to Middle America, south to South America, east to North Africa and Southwest Asia, then south to Africa, east to India, north to China, and then southeast to Southeast Asia. This edition closes with a short chapter on Pacific Regions.

5th edition. The fifth edition contained eleven chapters with North Africa/Southwest Asia appearing seventh. There were no changes from the second to the fifth editions. The fifth edition again started in developed regions with Europe (including the outpost of Australia and New Zealand), moved east to the Soviet Union, then west to the United States (again, with Japan appended). The textbook then lists underdeveloped realms, and moved south to Middle America, south to South America, east to North Africa and Southwest Asia, then south to Africa, east to India, north to China, and then southeast to Southeast Asia.

7th edition. The seventh edition contained twelve chapters, with North Africa/Southwest Asia appearing eighth. The text was organized into developed realms, starting in Europe, moving east to Russia, west to North America, then west and southwest to the Pacific Rim including

Japan, the Koreas, New Zealand and Australia. The textbook then mentioned developing realms, traveling northeast to Middle America, south to South America, east to North Africa/Southwest Asia, south to Sub-Saharan Africa, east to south Asia, north to China, and then southeast to Southeast Asia.

9th edition. The ninth edition contained thirteen chapters with North Africa/Southwest Asia appearing seventh. The textbook started with Europe, moved east to Russia, east to North America, south to Middle America, south to South America, east to North Africa/Southwest Asia, south to Sub-Saharan Africa, east to South Asia, north to East Asia, south to Southeast Asia, south to the Austral Realm, and east to the Pacific Realm.

12th edition. The twelfth edition contained thirteen chapters with North Africa/Southwest Asia appearing eighth. The textbook started in Europe, moved east to Russia, east to North America, south to Middle America, south to South America, east to Sub-Saharan Africa, north to North Africa/Southwest Asia, east to South Asia, north to China, south to Southeast Asia, south to the Austral Realm, and east to the Pacific Realm.

17th edition. The seventeenth edition contained thirteen chapters, with North Africa/Southwest Asia appearing seventh. The textbook changed to start in North America, moved south to Middle America, south to South America, northeast to Europe, east to Russia, south to Southwest Asia, south to Sub-Saharan Africa, east to South Asia, north to East Asia, south to Southeast Asia, south to the Austral Realm, and then east to the Pacific Realm.

Summary of findings for question 4. The editions leading up to the 17th remain relatively the same in terms of chapter organization. The findings revealed Europe was consistently first, followed by Russia, North America, Middle America, and South America. The only change to this order appeared in the seventeenth edition, in which North America appeared

first, followed by Middle America, South America, and then Europe. At times, the editions change to continue either with North Africa/Southwest Asia or with Sub-Saharan Africa, followed by South Asia, East Asia, and Southeast Asia. The findings also revealed editions also vary with coverage of Australia and the Pacific. Earlier editions have Australia not as a separate realm, but placed with the realm of Europe, or in the *developed* portions of the world as a separate realm. Earlier editions also, at times, placed information about the Pacific within the realm of Australia or within Southeast Asia. Below are two maps — the map on the left depicts the order of how the realms are organized spatially (from the second edition), while the map on the right reveals how the seventeenth edition has changed to reflect North America as displayed first, rather than Europe, and it moves essentially from left to right for spatial layout of the textbook.

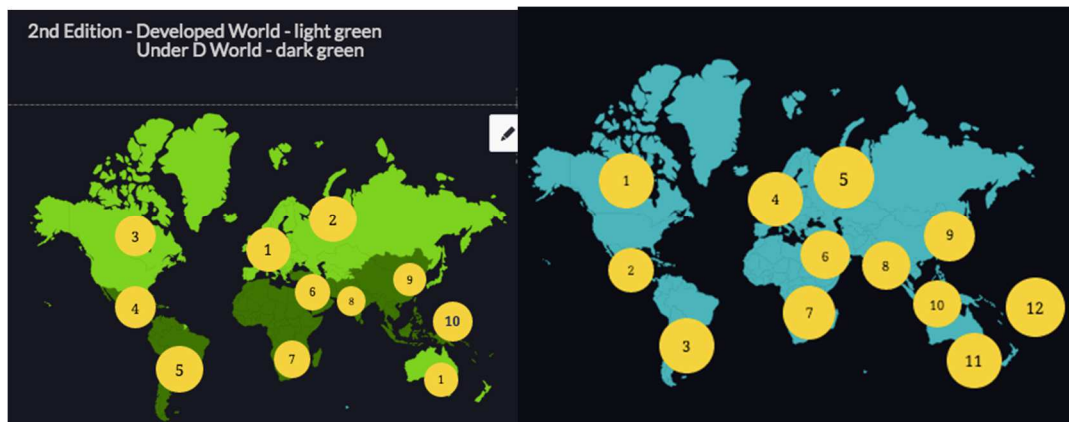


Figure 3. 2nd Edition Spatial Arrangement (left) and 17th (right) Edition spatial arrangement

Research question 5: What, if any relationship, exists between the percent of each realm in the textbook and its actual land area - and population? The fifth research question in this study examined the quantitative relationship of world realms in terms of percent of coverage within the textbooks, population, and land area. The introduction was not included in the textbook percentages as it was not a world realm. The findings for this question were

determined using Content Analysis and reported in Appendix D. The findings for individual editions are listed first, followed by a summary of findings for question five.

1st edition. In the first edition, Europe received the highest percent of the textbook with 18.3%, followed by China (EA) 13.8%, North America (NA) 10.5%, Sub-Saharan Africa (SSA) 9.6%, North Africa/Southwest Asia (NA/SW) 8.2%, South America (S. America) 7.6%, South Asia (S. Asia) 7.2%, Soviet Union 6.8%, Middle America 6.5%, Southeast Asia 4.9%, and the Austral Realm 4.4%.

2nd edition. In the second edition, Europe received the highest percent of the textbook 12.8%, followed by China (EA) 11.2%, Sub-Saharan Africa (SSA) 9.3%, North Africa/Southwest Asia (NA/SW) 8.8%, North America (NA) 8.6%, South America (S. America) 8.4%, South Asia (S. Asia) 7.9%, Southeast Asia 6.7%, Soviet Union 6.7%, Middle America 6%, Austral Realm 3.3%.

5th edition. The fifth edition changed with Europe and North America each receiving 12.2% of textbook coverage, followed by China (EA) 11%, Sub-Saharan Africa (SSA) 9.7%, North Africa/Southwest Asia (NA/SW) 8.7%, South America 8.4%, South Asia (S. Asia) and Middle America each with 6.6%, Soviet Union 6.4%, Southeast Asia 5.8%, and Australia 3.8%.

7th edition. The seventh edition changed with Europe receiving 12.9% of textbook coverage, followed by China (EA) 12.4%, North Africa/Southwest Asia (NA/SW) 10.2%, South Asia (S. Asia) 9.0%, Russia 8.6%, Sub-Saharan Africa (SSA) 8.5%, South America (S. America) 8.3%, North America (NA) 8.0%, Middle America 5.6%, Southeast Asia 5.2%, and Austral Realm 4.9%.

9th edition. The ninth edition changed again, with East Asia (EA) receiving 11.9% of textbook coverage, followed by Europe 11.2%, North Africa/Southwest Asia (NA/SW) 9.6%,

Sub-Saharan Africa (SSA) 8.2%, Russia 8.1%, North America (NA) 8.1%, South Asia (S. Asia) 7.8%, South America (S. America) 7.4%, Middle America 7.1%, Southeast Asia 7.3%, the Austral Realm 3.2%, and the Pacific Realm 2.4%.

12th edition. The twelfth edition continued with the top three unchanged: East Asia (EA) receiving 11.8% of textbook coverage, followed by Europe 10.4%, North Africa/Southwest Asia (NA/SW) 9.4%, North America (NA) 9.0%, Sub-Saharan Africa (SSA) 8.7%, South Asia and Southeast Asia each with 7.9%, South America (S. America) 7.6% Russia 6.9%, Middle America 6.3%, the Austral Realm 3.8%, and the Pacific Realm 3.0%.

17th edition. The seventeenth edition changed with Europe receiving 10.2% of textbook coverage, followed by Sub-Saharan Africa (SSA) 9.8%, North Africa/Southwest Asia (NA/SW) 9.4%, South Asia 8.9%, East Asia (EA) 8.9%, Southeast Asia, Russia, and South America (S. America) each with 7.8%, Middle America and North America (NA) each with 7.4%, the Austral Realm 4.1%, and the Pacific at 3.7%.

Summary of findings for question 5. The findings revealed Europe was consistently the realm with the highest percentage of textbook coverage from editions one through seven. The ninth edition changed this trend with East Asia receiving the highest percentage of textbook coverage, followed by Europe. While East Asia continued with the highest coverage in the twelfth edition, Europe again became the top coverage realm in the seventeenth edition. North Africa/Southwest Asia was consistent in appearing in the top five realms of coverage in each edition, appearing third or fourth. This information appears in Table 3.

Table 5*Top Five Realms in Each Selected Edition*

	1	2	5	7	9	12	17
1	Europe	Europe	Europe + NA	Europe	EA	EA	Europe
2	EA	EA	EA	EA	Europe	Europe	SSA
3	NA	SSA	SSA	NA/SW	NA/SW	NA/SW	NA/SW
4	SSA	NA/SW	NA/SW	SSA	SSA	NA	EA + S. Asia
5	NA/SW	S. America		Russia	NA + Russia	SSA	

Beyond percent of textbook coverage, the percent of population was also examined for each realm as a method of comparison. South Asia was the realm with the highest population, but it only entered the top five realms in terms of coverage 29% of the time, specifically in the 9th (4th in coverage) and 17th edition (tied for 4th in coverage). East Asia was the realm with the second highest population and was consistent in appearing first or second in terms of coverage, although the realm dropped to fourth in the seventeenth edition. Sub-Saharan Africa was the realm with the third highest population, and varied across the editions in terms of coverage. Sub-Saharan Africa appeared in the top five realms 100% of the time and ended with second in coverage in the seventeenth edition. North Africa/Southwest Asia's population was fourth highest and consistently appeared in the top five realms in terms of coverage at third. Europe's

population comprised just 8.3% of the total world population, but despite this fact, it consistently received the most coverage.

The examination of the land area of realms revealed Sub-Saharan Africa as the realm with the greatest land area, followed by North America, North Africa/Southwest Asia, South America, and Russia. Sub-Saharan Africa appeared in the top five realms in terms of coverage 100% of the time and ended second in coverage in the seventeenth edition. North America appeared in the top five realms in terms of coverage 43% of the time. North Africa/Southwest Asia consistently appeared in the top five realms in coverage. South America appeared in the top five realms in terms of coverage 14% of the time; Russia appeared in the top five 29% of the time. Europe's land area was not in the top five, yet Europe consistently appeared first or second within the top five realms.

Research Questions on Orientalism and Post-Colonial Theory

For the section on Orientalism and post-colonial theory, findings concerning the codes positive, negative, or neutral are expounded upon in both the section analyzing individual textbooks and the section analyzing texts as a whole. Sentences were coded with the use of Orientalist and post-colonial theory. Sentences were coded negative if areas in Southwest Asia and North Africa were considered Western as a measure of development. The exception to this coding occurs only if the people or government encouraged the practice of Westernization such as the Shah of Iran — rather than forced on the people or in place of the term modern. Sentences were also coded as negative if there were mentions of exploitation of the realm/region by outside countries. They were also coded as negative if they related to conflict or terror. Sentences were coded as neutral if the sentence discussed background information (such as religious practices) or physical attributes or locations of a country that were not overtly negative. Positive codes

were used for sentences that acknowledged the rich history of the Southwest Asian/North African realm, as well as resources as related to potential income and wealth for the country.

Question 1: How is The West mentioned within the realm? The first research question in this study was related to Orientalism/post-colonial theory and examined the qualitative portrayal of The West within the realm of North Africa/Southwest Asia. The findings for this question were determined using Content Analysis and more specifically, Voyant, with typing the words west*, United States, and British into the program. The West in a non-directional manner was mentioned first, followed by United States, then British. The findings of individual editions are listed first, followed by a summary of findings for question one.

1st Edition. The West was mentioned thirteen times in a non-directional manner. In line with Orientalism and post-colonial theory, if The West were mentioned as a way to describe development, or trying to block the oil interests of the realm, it received a negative code. If The West were described as being involved in the realm without exploitation, it was coded as neutral. If The West were mentioned, but more in acknowledging how much it benefited from the achievements of the realm, that was coded as positive as it acknowledged the value of the realm, rather than what The West brought to the realm. The West also received a positive code if the realm of North Africa/Southwest Asia benefited economically in any way. In the thirteen mentions in the first edition, there were two positive codes (15%), eight negative codes (61%), and three neutral codes (23%).

Using the same question of The West, I then examined how the United States was portrayed in the realm. The United States was mentioned seven times in the first edition. Items were coded as negative if the realm was subject to outside influence (money, pressure) as a type of imperialism/colonialism, or if there was reference to an Us versus Them mentality of the

United States as an evil enemy or *Great Satan*. Items were coded as positive if the realm were involved with the United States but with words such as cooperative rather than forced or exploited. Items were also coded positively if they discussed the value of oil reserves. Items were coded as neutral if there were a statement of fact that was loosely tied to the United States. Therefore, there was one positive code (15%), five negative codes (71%), and one neutral code (15%).

Using the same question of The West, I then examined how the British were portrayed in the realm. The word British appeared twenty-seven times in the first edition. Items were coded as negative if they related to British imperialism/colonialism, particularly in Palestine/Israel as this created conflict that still exists today. Items were coded as neutral if they were more historical in nature or the location in relation to British India. Items were coded as positive if there were mention of a former colony achieving independence. Therefore, there were six positive codes (22%), eighteen negative codes (67%), and three neutral codes (11%).

2nd edition. The West was mentioned nine times in a non-directional manner. Items were coded as negative if they related to religion creating conflict — otherwise the same codes were used as in the first edition. The second edition received one positive code (11%), six negative codes (67%), and two neutral codes (22%).

Using the same question of The West and including the United States, there were six mentions — one less than in the previous edition. The same codes were used as in the first edition, and the number of negative codes increased. The negative codes increased as more mentions related to imperialism. One code was positive (17%), while five codes were negative (83%).

Using the same question of The West, and including British, the second edition decreased to twelve mentions. The negatives remained the highest in coding as the colonial references remained. The same coding system was used as with the first edition, and there were two positives (17%), nine negatives (75%), and one neutral (8%) code.

5th edition. There were nine mentions of The West in a non-directional manner. Coding consisted of negative to describe negative ideology such as possibilism and terrorism, and positive for promoting unity in the realm. The same coding system was otherwise used in this edition as in previous editions. There were two positive (22%), six negative (67%), and one neutral (11%) code.

Using the same question on The West, and including the United States, there were ten mentions. Two of the mentions were not related to any codes as they were in a call-out section on housing types and discussed log cabins and other structures, leaving eight left that could be coded. Items were coded as neutral if they related to agricultural theories; other coding items were the same as previous editions. The same coding system was used in this edition as in previous editions. Like previous editions, references to imperialism by the United States remained in the fifth edition. Of the eight mentions, there were one positive (12%), six negative (75%), one neutral (12%) codes within the realm of North Africa/Southwest Asia.

Using the same question on The West but including British, there were eleven mentions. This was consistent with the number of mentions in the previous edition. Negative codes again remained high as references focused on colonialism. The same coding system was otherwise used in this edition as in previous editions. Of the eleven mentions, there were two positive (18%), seven negative (64%), two neutral (18%) codes.

7th edition. There were fourteen mentions of the non-directional west. Of the fourteen items, three were positives (22%), and eleven items were negative (78%). The same codes that were used in previous editions were employed in the seventh edition.

There were eight mentions of the United States in relation to how The West was portrayed in the realm. Items were coded as neutral if they mentioned how much petroleum the United States produced. More balanced coding of positive, negative and neutral entered the seventh edition. A positive code of the United States was not changing its embassy to better reflect other ethnic groups in Israel. Otherwise, the same codes that were used in previous editions were also employed in the seventh edition. Of the eight mentions, there were one positive (12%) four negative (50%), three neutral (38%) codes.

There were fifteen mentions of the British in relation to how The West was portrayed in the realm. This was a slight increase from the previous edition. Codes were again mostly negative as the British references emphasized colonialism. All codes utilized the same system as used in previous editions, with four positives (27%), nine negative (60%), and two neutral codes.

9th edition. This edition yielded twelve mentions of The West in a non-directional manner. All codes were the same as in previous editions. There were three positive (25%), eight negative (67%), and one neutral (8%) code.

The United States was mentioned nine times — with three positives (33%), four negatives (45%), and two neutral (22%) codes. The same codes that were used in previous editions were also employed in the ninth edition.

There were ten mentions of the British in relation to how The West was portrayed in the realm. This was a slight decrease from the previous edition. Codes were again mostly negative as the British references emphasized colonialism. All codes were the same system as used in

previous editions, with one positive (10%), seven negative (70%), and two neutral (20%) codes. The same codes were used as in previous editions.

12th edition. There were eighteen mentions in the twelfth edition of *The West* in a non-directional manner. Two of the codes were positive (11%), thirteen negative (72%), and three neutral (17%). All codes were the same system as used in previous editions.

The United States was mentioned nineteen times — with two positive (11%), sixteen negative (84%), and one neutral (5%) code. This is a change from previous editions with the addition of many negative codes. Of the nineteen mentions, 95% of the sentences were new, with many sentences referencing terrorism. The number of United States mentions also increased from the previous edition. There was one new reference related to a description of Tehran’s billboards proclaiming the United States as the *Great Satan*, and the latter part of the sentence discussing how ordinary people in Egypt and Saudi Arabia grumble about their governments. This was coded as negative as it reinforced an “Us versus Them” paradigm, and it did not go back to the sentence to mention the Iranian people grumbling about their government. All other codes were the same as used in previous editions.

There were again ten mentions of the British in relation to how *The West* was portrayed in the realm. All codes were the same system as used in previous editions with one positive (10%), seven negatives (70%), and two neutral (20%) codes. Many of the sentences again referenced British colonialism.

17th edition. The seventeenth edition included seventeen mentions of *The West* in a non-directional manner. Turkey listed as a Western ally was coded as neutral as there was no reference to exploitation of the realm. All codes were the same system as used in previous editions with three positive (18%), eleven negative (64%), and three neutral (18%) codes.

Additionally, of the seventeen mentions, 71% of the sentences were completely new and not found in previous editions.

The United States was mentioned thirteen times with four positive (31%), seven negative (54%), and two neutral (15%) codes. The number of United States mentions was slightly lower than in previous editions. This edition featured 100% new sentences for coding with no sentences that were used in the previous editions. New codes related to Palestinians scattered throughout the world entered as negative as well as the United States repeatedly pulled into the realm's conflicts. A neutral code was entered for a sentence discussing the birth rate of the United States. Otherwise, the same coding system used in previous editions was employed in the seventeenth edition.

There were only three mentions of the British in relation to how The West was portrayed in the realm. This is a large decrease from previous editions. All codes used were the same system as previous editions with all three negative (100%) and all discussed colonialism.

Summary of findings for question 1. The number of mentions of The West varies over the editions. The number of mentions increased from thirteen in the first edition, decreased to a low of nine mentions in editions two and five, and then increased leading up to the seventeenth edition with seventeen mentions. The findings, as supported by Cohen's Kappa that included two inter-coders, revealed codes that were consistent in terms of being mostly negative, a reflection of Orientalist/post-colonial framing. The findings also revealed that by the seventeenth edition, many text passages referenced The West in terms of religious and political conflicts.

For the United States, Figure 4 below denotes the eventual rise and peak of frequencies at the twelfth edition and the slight decrease in the seventeenth. Figure 4 relates to relative frequencies of this particular term related to the total number of words in the chapter.

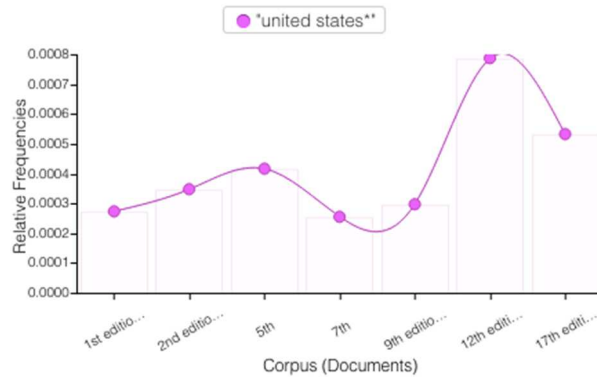


Figure 4. United States Frequencies over Selected Editions

The twelfth edition saw an increase of mentions for the United States. The findings also revealed a change between the ninth (2000) and twelfth edition (2006) with the United States receiving more negative codes than in previous editions. Many of the sentences involve political aspects of the United States government related to the realm, as well as terrorism. The political codes were nuanced: if they dealt with cooperation, then they were positive for the realm of North Africa/Southwest Asia, but if the sentence involved U.S. military bases, this was coded negative as it described imperialism within the realm. The findings also revealed that, over time, the textbook did change and dropped language in previous editions in favor of new sentences on the United States.

The findings for question one also revealed the number of frequencies of the word British decreased over editions. The frequencies are noted below in Figure 5. Figure 5 relates to relative frequencies of this particular term relative to the total number of words in the chapter.

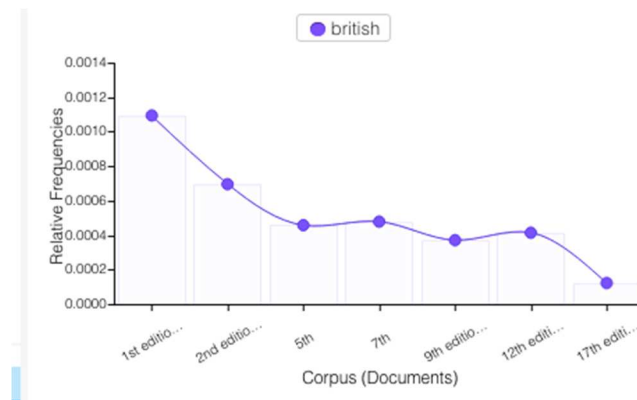


Figure 5. British Frequencies over Selected Editions

Additionally, the findings revealed that while earlier editions did contain many colonialist references (that were coded negative), they were factual and accurate. For example, there was an acknowledgement of the British taking possessions. While this was coded negative, the acknowledgement of the taking is positive. Another finding of the word British, in particular, involves the use of wording from prior editions throughout, rather than the emergence of new sentences for coding.

Question 2: How are boundaries referenced within the chapter on North

Africa/Southwest Asia? The second research question in this study related to Orientalism/post-colonial theory examined the qualitative portrayal of boundaries within the realm of North Africa/Southwest Asia. The findings for this question were determined using Content Analysis and more specifically, Voyant, with typing the word bounda* into the program. Using bounda* also captured boundaries and boundary, as all words beginning with bounda* was found in the search. The findings of individual editions are mentioned first, followed by a summary of findings for question two.

1st edition. Boundaries were mentioned thirty-one times in the first edition.

In the thirty-one mentions, there were nine positive codes (29%), thirteen negative codes (42%), and nine neutral codes (29%). Many of the sentences described various types of boundaries,

followed by examples of the boundary types. In this edition, boundaries that were straight lines were coded as negative as they generally do not take into consideration the culture of the people. Items were also coded negative if boundaries involved conflict or dispute. Items were coded as neutral if they referenced that boundaries were put in morphology classes (a political geographic categorization of boundaries based upon their formation), as the classes themselves vary. Additionally, items were also coded as neutral if they involved general discussion of boundaries without involving conflict or morphology type. Items were coded as positive if they mentioned boundary lines in remote or barren areas with no population, and if they mentioned physical boundaries such as rivers or desert without dispute.

2nd edition. Boundaries were mentioned twenty-six times in the second edition. In the twenty-six mentions, there were six positive codes (23%), four negative codes (15%), and sixteen neutral codes (62%). Many of the sentences described in the second edition described more general boundary comments such as a physical item located near a boundary. There was also a new positive code, as the author notes that the realm needs boundaries that it lacks. Otherwise, all codes were the same system as used in the previous edition.

5th edition. Boundaries were mentioned twenty-five times in the fifth edition. In the twenty-five mentions, there were three positive codes (12%), ten negative codes (40%), and twelve neutral codes (48%). This edition continued with many of the sentences describing more general boundary comments such as a physical item located near a boundary. All codes were the same system as used in the previous editions.

7th edition. Boundaries were mentioned forty-five times in the seventh edition. In the forty-five mentions, there were three positive codes (6%), twenty-one negative codes (47%), and twenty-one neutral codes (47%). The increase in the seventh edition included many

boundary mentions related to newly independent countries such as the unification of Yemeni, former Soviet Republics, and boundaries with Iraq and Kuwait. All codes were the same system as used in the previous editions.

9th edition. Boundaries were mentioned thirty times in the ninth edition, a decrease from the seventh edition. There were two positive codes (7%), twenty negative codes (66%), and eight neutral codes (27%). The decrease reflects the absence of many of the Soviet and Iraq/Kuwait boundary issues. This edition continues with discussion of the many problems associated with colonial boundaries. All codes were the same system as used in the previous editions.

12th edition. Boundaries decreased to eleven mentions in the twelfth edition. There were seven negative codes (63%) and four neutral codes (37%). All codes were the same system as used in the previous editions.

17th edition. Boundaries were mentioned ten times in the seventeenth edition. In the ten mentions, there were six negative codes (60%) and four neutral codes (40%). The ratio between negative and neutral codes was similar to the twelfth edition. This edition contained no new sentences in regards to boundaries. All codes were the same system as used in the previous editions.

Summary of findings for question 2. The findings revealed boundaries are a major focus of the textbook in several early editions, but the number of mentions continued to decrease after the seventh edition. By the seventeenth edition, there was little mention of boundaries in the textbook. The frequencies for bounda* are noted in Figure 6 below. Figure 6 relates to relative frequencies of this particular term related to the total number of words in the chapter.

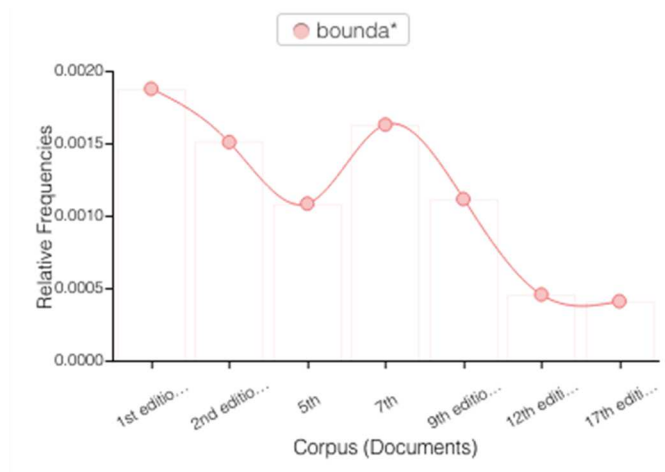


Figure 6. Bounda* Frequencies over Selected Editions

The findings revealed in earlier editions show that much coverage on boundaries was devoted to discussion about the names of various boundary types and other historical aspects of boundaries. Boundaries peaked in the seventh edition, which included much discussion on boundaries related to current world issues at that time, such as the creation of new countries from the former Soviet Union and conflict between Iraq and Kuwait. This emphasis quickly disappeared; it was not present by the ninth edition. By later editions, much of the language centered on boundary names and types was eliminated and instead focused mostly on the problematic borders established by Europeans.

Question 3: How is Iran portrayed within the chapter on the North

Africa/Southwest Asia realm? The third research question in this study related to Orientalism/post-colonial theory examined Iran qualitatively within the realm of North Africa/Southwest Asia. The findings for this question were determined using Content Analysis and more specifically, Voyant, with typing the word Iran* (this also captures Iranians) into the program. The findings of individual editions are mentioned first, followed by a summary of findings for question two.

1st edition. Iran was mentioned thirty-five times in the first edition. Items were coded as negative if they discussed problems, such as hunger and illiteracy or if it involved outside countries (such as the Soviets, British, United States) involvement in Iran as this was viewed with an imperialist mindset. Additionally, items were coded as negative if they involved outsiders naming the realm or regions within the realm. Items were coded as positive if they involved the economic development of Iran as a benefit for the country, such as the selling of oil. Items were coded as neutral if they referenced the physical geography, historical aspects, language or location of the country. There were five positive (14%), nine negative (26%), and twenty-one neutral (60%) codes.

2nd edition. Iran was mentioned thirty-six times in the second edition. This edition continued with the use of many neutral codes as many references remained that were related to physical geography, historical aspects, language or location of the country. A new code entered with referencing Iran as non-Arab; this was positive as the textbook recognized the ethnic diversity within the realm. All other codes were the same system as used in the previous edition. There were ten positive (28%), four negative (11%), and twenty-two neutral (58%) codes.

5th edition. The fifth edition saw an increase in the use of Iran, with fifty-one mentions. This edition again continued with the use of many neutral codes as many referenced physical geography, historical aspects, language or location of the country. New negative codes entered that discussed the turbulence of the Iranian Revolution, the inequalities that brought the revolution, pollution, as well as references to Iran's bitter war with neighboring Iraq. All other codes were the same system as used in the previous edition. There were fifteen positive (29%), twelve negative (24%), and twenty-four neutral (47%) codes.

7th edition. The seventh edition saw an additional increase in the use of Iran with 108 mentions. This edition again continued with the use of many neutral codes, as many referenced physical geography, historical aspects, language or location of the country. New negative codes entered that discussed the Gulf War and refugees crossing into Iran as conflict and war in a nearby country, as well as discussion on how the Revolution did not help millions of Iranians. Additionally, discussion on fundamentalism as a source of conflict in the country and realm were coded as negative. A new positive code was centered on Islamic fundamentalism not arising in Iran alone. This was coded as positive as it shows a distinction from the faith rather than the faith as a whole, and additionally that fundamentalism was not confined solely to Iran but was present in other areas. Another positive code entered as it discussed protective relationships Iran had with countries such as Bahrain. All other codes were the same system as used in previous editions. There were fifteen positive (14%), thirty-nine negative (36%), and fifty-four neutral (50%) codes.

9th edition. The ninth edition saw a slight decrease in the use of Iran with eighty-nine mentions. This edition changed in totaling more negative codes than in previous editions compared to positive and neutral. Negative codes of Iranian diplomats being kidnapped, new challenges, and the entering of Afghani refugees also appeared in this edition. Positive codes entered such as the election of a progressive leader and international sports teams being invited to the country to normalize relations. All other codes were the same system as used in previous editions. There were twenty-one positive (34%), forty-two negative (47%), and twenty-six neutral (29%) codes.

12th edition. The twelfth edition saw a continued decrease in the use of Iran, with sixty-nine mentions. This edition continued in having more negative codes than both positive and

neutral. Many of the negative codes from the ninth edition reappeared, along with new negative codes. Negative codes of Iranians as divided between conservatism and modernization, links to terrorism, and concessions to European countries appeared. Positive codes entered such as the rise of Iran's nuclear power. All other codes were the same system as used in the previous edition. There were twenty positive (29%), thirty-three negative (48%), and sixteen neutral (23%) codes.

17th edition. The seventeenth edition saw a similar number of mentions of Iran to the twelfth edition with sixty-six mentions. This edition continued in having more negative codes compared to positive and neutral. Many of the negative codes from the ninth edition reappeared, along with new negative codes. Negative codes included ISIS in Iran, clashes with Saudi Arabia, and Western sanctions, and Iran promising to wipe Israel off the map. Positive codes entered such as Iran as one of the three most important states in the realm, Iranians as modern, and an Iranian Spring appeared in the seventeenth edition. Additionally, a neutral code entered with Iran as the heartland of Shi'ism. All other codes were the same system as used in the previous edition. There were and seventeen positive (26%), thirty-one negative (47%), and eighteen neutral (27%), codes.

Summary of findings for question 3. The findings revealed Iran has a low frequency in the first edition, and peaked in the seventh edition. After the seventh edition, the frequency slightly decreased, but still remained much higher than earlier editions. The frequencies of Iran are noted below in Figure 7. Figure 7 relates to relative frequencies of this particular term related to the total number of words in the chapter.

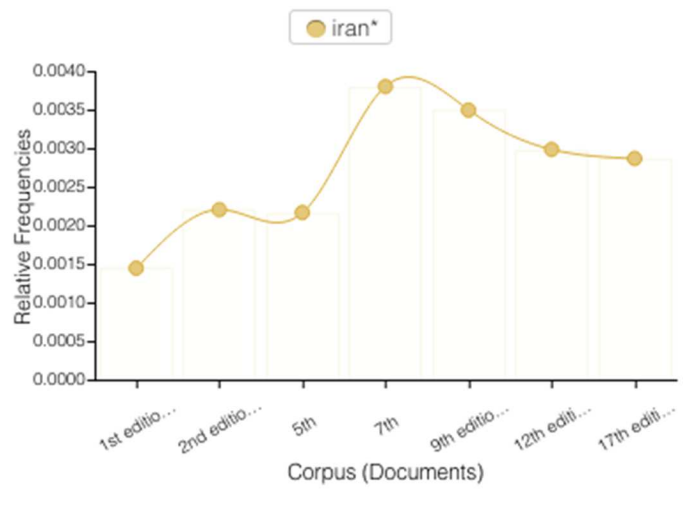


Figure 7. Frequencies of Iran over Selected Editions*

Additional findings noted the change of codes from mostly neutral in early editions to mostly negative codes beginning with the ninth edition. The findings revealed many of the new codes after the ninth edition were related to political conflict in Iran with other countries such as the United States, Europe, and neighboring countries such as Iraq and Saudi Arabia.

Summary

Chapter 4 discussed findings for questions on Critical Regional Geography and Orientalism/post-colonialism. The wide range of questions that I analyzed revealed an incomplete narrative on North Africa/Southwest Asia. They also revealed an inconsistent narrative among the four selected world realms. The significance of the findings leads to discussion and implications in Chapter 5.

Chapter 5: Discussion

As previously mentioned, this study examined the portrayal of North Africa/Southwest Asia in *Geography: Realms, Regions, and Concepts*, and also determined if this portrayal has changed over time by analyzing seven editions over 46 years. This is important because marginalized groups are often not in positions of power to have any type of say in their portrayal, as this textbook (and many others) are written from Eurocentric authors. I conducted my research using an Orientalist and post-colonial lens (Ashtoush & Winders, 2008; Said, 1977, 1997, 2003; Zagumny & Richey 2012). In the final chapter of this dissertation, I restate the research problem and review the major methodology employed in this study. Next, I state conclusions from my study, discuss the implications, and make recommendations for the future while infusing supporting literature.

Review of Methodology

This study analyzed the portrayal of North Africa/Southwest Asia in college-level World Regional Geography textbooks using Orientalist/Post-Colonial and Critical Regional Geography as frameworks. I utilized Content Analysis to analyze categories of physical geography, ethnicity, religion, and adjectives and descriptive nouns for sub-questions related to Critical Regional Geography. Within Content Analysis, I also utilized via Voyant Tools to analyze Orientalist/Post-colonial sub-questions. Cohen's Kappa was used to obtain inter-coder reliability.

Conclusion and Interpretation of Findings

Overall, the results of this study reveal the textbook series *Geography: Realms, Regions and Concepts* contains an incomplete narrative of North Africa/Southwest Asia, and an inconsistent narrative among each world realm. These findings are similar to studies on Arabs

and Muslims in secondary U.S. History textbooks, and how the narrative was one of conflict (Eraqi, 2015; Saleem and Thomas, 2011). This narrative of North Africa/Southwest Asia at times involved overrepresentations, under representations, and omissions. Omissions were part of other studies (Romanowski, 2009) that found textbooks did not move beyond traditional knowledge of 9/11. The paragraphs below discuss the conclusions of each research sub-question.

Research Question 1: The description of North Africa/Southwest Asia and other realms. Qualitatively, North Africa/Southwest Asia was portrayed using physical geography, ethnicity, religion, and adjectives and descriptive nouns. The adjectives and descriptive nouns were mixed, but were mostly negative in discussing the realm of North Africa/Southwest Asia. This relates to Al-Qazzaz's (2002) findings on Islam and Arabs as one of a deficit perspective. Other selected realms did not contain references to all of the categories of physical geography, ethnicity, religion and adjectives and descriptive nouns and is described below.

Southeast Asia: The Exotic Wonderland. Southeast Asia had references on physical geography, ethnicity and religion, and the realm was also portrayed more positively — in an exotic way. This exotic portrayal of a realm is negative, as it ties to the Orientalist framework of a realm. The authors also interject a value judgment in early editions of the term *Indochina* as a *good* term for the realm. This assertion is also negative and ties to Orientalism, as an outsider is making judgment of the realm.

Negative North America. North America contained references to physical geography, ethnicity, and adjectives and descriptive nouns; however, many of the adjectives used to describe North America were negative throughout the editions. Ethnicity was framed by words such as *segregation*, and *persistent* to describe social problems. This is negative as it might lead a reader

to believe that ethnicity is not a welcome attribute in North America. While there is segregation and social problems, there are also many positives to the ethnicities in North America that are worth mentioning to give a better balance. Additionally, descriptive nouns surrounding urban areas were negative, with words such as *noise* and *pollution*. North American cities should be described with a more accurate balance of adjectives and descriptive nouns to include some positive aspects of cities. As North America does not receive a more balanced treatment, the realm is overall treated in negative terms. While this negative portrayal may be related to the authors' desire to have students be more critical of their home realm, this is difficult to discern.

A "Grand" Europe. Europe received little mention relating to ethnicity, with word such as *Hungarians and Finns* used as examples. The lack of emphasis on ethnicity is a negative, as there is certainly much more diversity in Europe besides *Hungarians* and *Finns*. It is a wonder why these two groups were chosen as the token ethnic groups. Additionally, Europe received mostly positive adjectives and descriptive nouns throughout the editions, such as *grandeur* for the Alps, as well as *resource laden, strength, core, great, dynamic, and complex*. Europe receiving positive adjectives was expected, but the lack of negative adjectives and nouns was a negative, as there did not appear to be a balanced perspective. Likewise, other world realms did not have nearly as many positive adjectives and descriptive nouns.

Research question 2: Organization and emphasis with the realm. This study also suggests the subjectivity of both defining realms, as well as regions within the realm. The paragraphs below discuss more detailed conclusions of the study on the construction of world realms and which countries received emphasis.

Constructing World Realms. For example, the African Transition Zone disappears and reappears in the realm of North Africa/Southwest Asia in various editions, and Turkestan also

appears and then disappears from the realm in later editions. Within the realm of North Africa/Southwest Asia, there were also changes in the naming of some of the regions, and which countries appeared within each region. Additionally, the authors decided to include Cyprus within the realm of North Africa/Southwest Asia, while some may consider this country in another realm (Sziarto, McCarthy & Padilla, 2014). Lastly, there was not much discussion about how the realms were decided upon by the authors. The authors do indicate that at times they have taken a larger interpretation of realms, but nothing very specific. This is an important decision that is worthy of explanation and also discussion in World Regional Geography courses (Sziarto, McCarthy & Padilla, 2014).

Who counts? Michael Apple (1986) reminds us when examining textbooks to see whose knowledge is of most worth. In this instance, which countries have the authors decided are of most worth? Quantitatively, this study suggests that certain countries did receive more attention consistently, such as Egypt, Israel and Turkey — and others did not. Israel receiving coverage could be expected as it has been in constant struggles within its borders and with its neighbors. Egypt's receiving a disproportionate amount of coverage in earlier editions was related to its historic roots in the Nile hearth. The idea of emphasis is understandable in a World Regional Geography textbook, but is also unfortunate for the countries that do not receive adequate coverage.

Research question 3: Wordles, concepts, ideas and terms in selected realms. This study suggests a change in the portrayal of North Africa/Southwest Asia. These changes are highlighted in the paragraphs below. The conclusions below are from the Wordle, as well as the key concepts, ideas, and terms — as well as adjectives and descriptive nouns. I begin with some

conclusions specific to the realm of North Africa/Southwest Asia, and then move on to the other selected world realms of Southeast Asia, North America and Europe.

Overemphasis on religion. In North Africa/Southwest Asia, the Wordle as well as the key concepts, ideas and terms revealed religion mentioned less frequently in earlier editions, but mentioned more frequently in later editions. While religion is and was part of the realm, it is overrepresented, and therefore negative.

Not enough physical geography but good on ethnicity. The quantitative aspect of the Wordle for North Africa/Southwest Asia revealed a lesser emphasis on physical geography, and ethnicity mentioned in greater frequency throughout the seven editions. Ethnicity as an aspect of the realm is positive, and should be mentioned, as ethnic groups comprise the region.

Moving to contemporary and inclusive. Country emphasis in the Wordle on North Africa/Southwest Asia also changed over time from Egypt to Israel and Iran. This is positive because while ancient Egypt is a cultural hearth, it was overemphasized as an entire region in many earlier editions of the textbook, and coverage of more contemporary issues is arguably more important. Chapter headings revealed a change over time in the framing of North Africa/Southwest Asia to include multiple perspectives, as the heading of *Israel* changed to *Israel and the Palestinian Territories*. This is positive in acknowledging the multiple narratives of groups, rather than just Israel. The examples of more contemporary contextualization and acknowledging multiple perspectives represent some of the positive changes to the textbook over time.

Oil and Orientalism. The Wordle also revealed an increase in frequencies of the word oil over time in North Africa/Southwest Asia. While oil from North Africa/Southwest Asia is certainly needed, the frequency of the word suggests that it is overemphasized from the

Orientalist/Post-colonial perspective.

Losing my religion. This study revealed negative findings for other four selected world realms of Southeast Asia, North America and Europe, as there were no mentions of religion. This is negative as this is an aspect of culture that a reader would expect to find within a world realm. It is also negative as its absence might make a reader assume that religion was not present in the realm. The one exception is one mention of Europe for religion in *Islamist Terrorism*. This is negative as the only mention of Islam was related to terrorism, and a word such as extremism was not used to differentiate a follower of Islam versus an extremist terrorist group(s).

Islamophobia. Another religious omission in Geography: *Geography: Realms, Regions and Concepts* involved Islamophobia. The omission here relates to Romanowski's (2009) omissions on 9/11, as omitting Islamophobia does not move the reader beyond traditional knowledge. While Islam was certainly discussed in the textbook editions, the stereotypical and mistreatment of many Muslims, or perceived Muslims, was notably absent. In a scan of the index, this was also absent from the overall textbook, and not just the chapter on North Africa/Southwest Asia. This is a negative feature as a discussion of Islamophobia is worth mentioning, as many students may be unaware that association with a religion such as Islam may lead not only to harsh stereotypes, but also to a rising number of hate crimes here in America and the world against Muslims.

Inconsistencies. The realms of Southeast Asia, North America and Europe are not consistent with each other. These findings are also potentially negative, as the textbook gives an incomplete narrative about a given realm. Unlike North Africa/Southwest Asia, North America and Europe had no mentions of religion in the key concepts, ideas and terms. Europe also did not have any headings related to religion beyond one in the last edition related to *Islamist*

Terrorism. Southeast Asia had few references to religion. Additionally, Southeast Asia, Europe, and North America had very different and incomplete references on ethnicity. Europe's only reference to ethnicity involved *Finns and Hungarians*. This is negative, as Europe has much ethnic diversity, and yet it is only referenced with *Finns and Hungarians*. North America's references to ethnicity are mainly negative, as they reference the problems with cultural pluralism. These references received negative codes, are also overall negative, as a reader may associate diversity with problems, since there was no positive framing.

Research question 4: Spatial arrangement of the textbook. This study found a Eurocentric approach to the spatial arrangement of realms in the textbook that improved over time. Quantitatively, each of the selected editions (besides the seventeenth) began with the realm of Europe. This is negative as many times a teacher covers material in order of the textbook chapters, and this leaves realms in the Eastern Hemisphere as last and possibly not part of the curriculum. This is negative, as students then never learn anything about certain realms, especially non-Eurocentric realms. The seventeenth edition then started a new trend of starting in North America. While starting with North America is still Eurocentric, it is more understandable for students to study a realm where they are more familiar with before moving on to other realms.

Research question 5: Percent coverage versus land area and population. Additionally, this study also suggests that certain world realms were given more attention than others. While there was some slight variation in percentage covered in the textbooks, there were some emerging patterns. The seventeenth edition was an improvement over other editions, as many world realms now received almost equal percent coverage. Also, Sub-Saharan Africa gained in importance in the seventeenth edition, receiving the second highest coverage of the

world realms. This is a positive, considering that the realm of Sub-Saharan Africa contains the largest land area of all world realms.

Eurocentric. Quantitatively, Europe was most commonly listed as the first realm studied, and also commonly received the most coverage as indicated by percentage of the textbook editions. This is negative, as it reinforces the Orientalist mentality of The West as superior. When examining the land area and percent of population in Europe, there is still not a justification for the amount of coverage. North Africa/Southwest Asia consistently received roughly the same amount of coverage over time. These conclusions are supported by the findings from question five in Critical Regional Geography.

Research question 1: The West within the realm. This study also suggests that The West continues to be granted outsized attention within the realm of North Africa/Southwest Asia. Current events and United States involvement in the realm in recent times can be attributed to the continued increase in mentions. While The West has gained in attention, other aspects of The West, such as the British have declined.

Orientalism 34 years later. Quantitatively, the number of mentions of The West increased over time. While The West is and was certainly influential in the realm, a reader may expect to find the number of mentions to decrease over time as countries in the realm have received independence from colonial powers, thereby creating a new chapter or chapters in their histories. Additionally, a reader may also expect the number of mentions to decrease because of the realm not being as dependent on The West. Qualitatively, The West was mentioned negatively with many references to colonialism, exploitation, and religious conflict. There are certainly religious and political conflicts related to The West in the realm, however, the framing was negative, as religious conflict was overemphasized, creating an incomplete narrative.

The impact of 9/11. Within the question concerning The West, the United States peaked in the number of mentions in the twelfth edition (2006, post-9/11), and also was negatively portrayed within the realm with discussion on political and terrorism aspects. Considering that the twelfth edition was published in 2006, and that it was the first edition selected after 9/11, an increase of United States mentions is clear and expected, along with the negative portrayal of political and terrorism aspects. The number of British mentions decreased over the selected editions, and were also coded as negative. From an Orientalist/post-colonial perspective, the fact that the mentions decrease is positive as many of the references to the British involve colonialism.

The portrayal of terrorism. Another glaring omission in *Geography: Realms, Regions and Concepts* involved items coded and relating to terrorism. While the number of frequencies regarding terrorism increased over editions and in particular how terrorism affected The West, every edition failed to discuss the impact terrorism and terrorists had on the country where the terrorists were based. The discussion of terrorism centered more on how terrorism and terrorist activities were taking place, with no discussion on domestic terrorism. The absence of such a discussion may make a reader sense that terrorism might be welcome to the majority of people in the country.

Research question 2: Boundaries within the realm. This study suggests that other aspects have replaced the discourse on boundaries. The findings revealed boundaries are a major focus of the textbook in the several editions, but the number of mentions continued to decrease after the seventh edition. By the seventeenth edition, there was little mention of boundaries in the textbook. While the mentions of boundaries have decreased over time, the mentions that remain acknowledge the problematic nature of many of the boundaries in the realm because of

Europeans. Therefore, while the coding of boundaries is negative because of its colonial nature, the results are more nuanced, as the acknowledgement of the problems created by outsiders is positive.

Research question 3: Iran within the realm. Lastly, this study's research question on the portrayal of Iran revealed a change in portrayal over time. This section begins with the *Argo Affect*, penned after the box-office hit *Argo* (2012). Despite the film being a critical, award winning, and a box-office hit, the film also reinforced an "Us versus Them" paradigm, showing images of people of Iran burning American flags. While there were people in Iran who did burn American flags, there were also many people who were pro-U.S. — and were not shown in the film. The use of *Argo* below is used as a parallel of the textbook to the portrayal of Iran in the film.

The Argo affect in textbooks. In earlier editions, Iran was mentioned in a more neutral way, but by the ninth edition, this changed to a more negative portrayal. Iran was portrayed more politically and in terms of terror and conflict over time. This is negative as this tells an incomplete narrative of Iran. Additionally, the narrative told the government perspective rather than the perspective of Iranian citizens. For example, western sanctions are mentioned but not described in terms of the devastating impacts the sanctions had on ordinary citizens. Additionally, rhetoric from the regime such as wiping Israel off the map remains. This is a negative feature, as a reader would believe that all Iranians agree with this type of statement by the government.

Axis of evil, Satan, and more. The twelfth edition also mentioned United States President George W. Bush's comment of Iran as the axis of evil. While this is a true statement, it also helps reinforce the "Us versus Them" perspective — while also failing to mention anything

problematic about Bush's statement. Additionally, this contributes the portrayal of the real as one of conflict, and negative codes are overemphasized. To that end, both the twelfth and seventeenth editions have references to the United States as the *Great Satan* in Iran. The twelfth edition had an opportunity to explain this at the end of the sentence, but instead referenced ordinary people in other countries grumbling about their governments. This would have been a perfect opportunity to talk about ordinary Iranians. The United States was also omitted when discussing the Iran-Iraq War — a war where the United States supplied the Iraqis with weapons and chemicals that were used on Iranians. There was one surprisingly positive comment in the seventeenth edition acknowledging young Iranians as modern and wanting openness and progress. More emphasis on the types of changes Iranians are seeking would be welcomed.

Importance. This study revealed that Iran was continuously mentioned in the textbook. The findings revealed Iran has a low frequency in the first edition and peaked in the seventh edition. After the seventh edition, the frequency slightly decreased but still remained much higher than earlier editions. This was slightly unusual as a reader might expect the frequency to increase between the 2nd (1978) and 5th edition (1988) as the Iranian Revolution occurred in 1979. Additionally, the findings are neutral to slightly positive, as a reader might expect an increase in frequency over time, as Iran continued as a dominant country in the realm and beyond.

Implications

Fifty years later, James Banks' (1969) seminal piece on the importance of textbooks is just as relevant. The results of this study matter as textbooks are still in need of examination as they contain official knowledge (2000). The examination of textbooks also matters as textbooks influence students and their perceptions of the world (Edmonds, 1994; Clawson, 2002). As

textbooks involve students, authors, publishers, and educators, the implications are directed at all groups.

Silence is not golden. Not discussing aspects of Islam such as Islamophobia, putting *Islamist Terrorism* together with no differentiation, and not discussing domestic terrorism within the realm of North Africa/Southwest Asia does not serve as a complete narrative, and does not move students beyond traditional knowledge. This does not help us move towards peace or dignity of the Muslim population, as the number of hate crimes against Muslims has dramatically risen post 9/11 and into the current Trump Era of banning Muslims from selected countries in North Africa/Southwest Asia.

Deficit framing. While every realm has some type of negative aspect, the negative aspect does not alone define the realm. It is important to move beyond a deficit perspective and move towards a more complete narrative. This is significant as this dominant perspective also perpetuates inaccurate and deficit paradigms for large groups of people. We need to move beyond “war-torn, desert, and underdeveloped” (Sziarto, McCarthy & Padilla, 2014) and recognize other important aspects as well.

Actions of humans. The humanistic perspective has allowed me to predicate a nuanced examination of world realms. Such an approach allowed me to be critical in examining how world realms were represented in textbooks. Given that textbooks are the primary sources of knowledge and students consume this knowledge as truth, it is important to examine these sources (Edmonds, 1994; Clawson, 2002; Fuchs, 2011). The actions of humans (authors and publishers) create meanings, official knowledge of entire groups of people and realms, and a sense of place; therefore, it is important to ensure such narratives are nuanced and represent the pluralism that exists within our world. When dominant narratives are presented from a deficit

perspective, when narratives do not move beyond traditional knowledge and when narratives omit, over and underrepresent, it is vital to disrupt such narratives. How are we creating global citizens, if they have inconsistent, inaccurate, or incomplete global narratives?

Recommendations

The realm of North Africa/Southwest Asia analyzed in this study is misrepresented in the textbook. While it is realized that perhaps every representation is bound to have some kind of flaw, there are also ways we (authors & publishers, teachers) can do better. Below are some recommendations that I present as a result of my study, ending with recommendations for future research.

Authors and publishers. Authors and publishers act as gatekeepers of what Michael Apple (2000) refers to as official knowledge. Therefore, authors and publishers serve an important role in my recommendations. The paragraphs that follow hope to address pressing concerns to authors and publishers of textbooks.

Bias. It is difficult to completely eliminate bias, as authors, researchers and publishers each have their own positionality. This positionality also stems from the author's own entire educational understanding of the realm. It is believed that the bias in this particular study by authors was not purposeful, but unconscious. The original author of *Geography: Realms, Reasons and Concepts* was born in the Netherlands, the next co-author from Switzerland, and last co-author from the Netherlands. Part of the bias with authors relates to the treatment of the realm in academia and geographic circles, again as the realm of North Africa/Southwest Asia is marginalized, and has minimal representation among geographers, and even less representation among geography authors. Therefore, the dominant narrative of the realm continues to exist and be taught to others.

Author or publisher? It also becomes difficult to distinguish between who is making decisions in the textbook. Could an author have written information that was later removed by the publisher? Authors of college textbooks might have more power and leeway in editing or changing their manuscripts, but this is only an estimate. The works of Michael Apple (1989) remind us that publishers are for-profit, and therefore are reluctant to challenge the dominant narrative, as this might hurt textbook sales. Without interviewing the authors (which I was not able to), it is impossible to know what the writing process was like with the editors and publishers of the textbook. Even with an interview, that may be an area authors do not wish to discuss with others not involved in the process. Therefore, rather than addressing authors or publishers, it is important to address them both.

Multiple perspectives. Just as there was some variation in coding with professors from different ethnicities, there is bound to be variation in how readers perceive narratives on a realm. In order to obtain the least problematic perceptions, a suggestion moving forward involves including co-authors with different perspectives to help aid against unconscious personal bias. An attempt was made in *Geography: Realms, Regions and Concepts* to include co-authors, but, they were all male and European. Despite this fact, the last edition, with the inclusion of a third co-author provided the most complete narrative to date. This helps give merit to the idea that multiple perspectives strengthen narratives. As an alternative, co-authors who are realm experts or from the realm (and from differing realms) should be welcomed in an attempt to give the reader a more complete narrative of a given realm. In order to gain greater representation, it is important to ideally include different genders, ages, races and ethnicities of authors.

Additionally, some (geography) textbooks, such as *World Cities: Regional Patterns and Urban Development* (2016), have individual chapters from two authors (one male, and one

female) that are either experts or from the realm, providing greater sensitivity and reliability. As another alternative, call-outs (vignettes) written from a realm expert or authors from the realm could be included within chapters as a way to ground the description of the realm in their own observations — quotes, pictures that add heft to the willingness to show more than a Eurocentric perspective. As many textbook writers are from the dominant narrative, it is also vital to examine that narratives are not framed entirely from a deficit (Al-Qazzaz, 2002; Brown, 2011; Myers, 2001; Martis, 2005) or Orientalist perspective (Zagumny & Richey, 2012).

Consistency. A suggestion moving forward involves having running threads of themes throughout realms. For example, if religion is mentioned within a realm, mention it in each realm. This eliminates the subjectivity or bias of the author making the decision to include or not include a major theme. In a World Regional Geography textbook, other general themes might include physical geography and ethnicity. Additionally, consistency among adjectives and descriptive nouns also is need of examination. For example, it is acceptable to discuss the *grandeur* of the Alps and use other positive words for the physical features of Europe, but then textbooks should also include positive physical descriptors for physical features in other world realms beyond Europe. Europe certainly is not the only home to all things grand.

Content analysis. Publishing companies would be wise to perform Content Analysis to analyze how their textbooks portray world realms. This would not be difficult, as there would need to be a member of the publishing team who utilized a Content Analysis program, taking advantage of technology that can code quickly and precisely. This step would help safeguard misrepresentations of world realms in textbooks. Beyond safeguarding misrepresentations, it would help ensure percentage of the textbook might better match population or land area to ensure that a realm was not overemphasized.

Teachers. As teachers, we need to be more aware of the power that not only we have, but the power of the textbook as well. As a result, it is important for teachers to become better educated on the realms they teach. I begin with some self-reflective aspects for teachers, followed by curricular choices.

Life-long learner. Travel, books, conferences, and multi-media sources can help aid in a more complete understanding of a world realm. Additionally, acknowledging that textbooks are inherently problematic and often misrepresent realms and groups of people calls for teachers to supplement the textbook with other materials. While this does take time, it is worth the sacrifice, as the realm and peoples of the realm deserve a more complete narrative. Additionally, it's important to engage students in discussions on the construction of regions by textbooks and to critically think about the placement of countries into certain realms. A stakeholder debate is one method mentioned to help students critically engage in thinking about the construction of realms and regions (Sziarto, McCarthy & Padilla, 2014). In addition, teachers should examine which countries are emphasized within a realm and supplement ways for non-emphasized countries to receive some coverage within the course.

Check yourself. As observed in my study, textbooks contain the unconscious bias of authors and publishers, as well as the dominant narrative. If not only textbook bias, but our own personal bias is acknowledged, this is a first step in checking ourselves. The acknowledgement of our own bias helps us move forward in a more conscious way of searching for more complete narratives. It is also important to remember that our bias is responsible for perceiving a passage we have read in a certain way, and this perception may prove different for each person reading the passage. This subjectivity is important to remember as we check in with our students for their own interpretation and understanding of world realms.

Thank U, Next. The Ariana Grande hit, *Thank U, Next* (2018) involves learning from past relationships but moving on. This is also true of curriculum: learn from past mistakes and move on to make teaching better. It can be difficult to nearly impossible to cover all world realms in a way that gives each realm enough coverage. Instead of having to make a decision on which realms to omit from the semester, consider (as some colleges have) splitting a world regional course in two (or more) separate courses. This split could consist of an Eastern and Western Hemisphere course or even more specialized courses on Asia or Latin America.

Future Research

Several ideas for future research have resulted during the course of this study. Approaching other world realms, such as: Middle America, South Asia, Southeast Asia, or Sub-Saharan Africa with similar types of questions might also expose the strengths and weaknesses of textbooks outside of the United States and Europe. Another idea for future research involves looking at several World Regional Textbooks rather than a single series. The focus of these textbooks could also be examined with the same types of questions as presented in this study.

Appendix A: Definition and Description of Realms from *Geography: Realms, Regions, and Concepts*

1st Edition

North Africa/Southwest Asia

“Mediterranean North Africa, the “Middle East,” and Iran and Afghanistan all form part of a tenuous and heterogeneous region whose common features are reflected in terms often used to identify it. This is the so-called Arab world (although millions of its inhabitants are not Arabs), the “dry world” (although exceptions to its dryness have made it what it is), the “world of Islam” (although millions belong to other faiths). Its widest definition is adopted here, so that it includes Ethiopia in the south, and Turkey in the north” (de Blij, 1971, pp.15-17).

2nd edition

North Africa/Southwest Asia

“The Southwest Asian-North African culture realm, as we noted earlier, is known by several names, none of them satisfactory: the Islamic realm, the Arab world, the dry world. Undoubtedly the all-pervading influence of the Islamic religion is the realm’s overriding cultural quality, for Islam is more than a faith; it is a way of life. The contrasts within the realm are underscored when we note its contents, extending as it does from Morocco and Mauritania in the west to Iran and Afghanistan in the east, and from Turkey in the north to Ethiopia in the south. Huge desert areas separate strongly clustered populations whose isolation perpetuates cultural discreteness, and we can distinguish regional contrasts within the realm quite clearly. The term Middle East refers to one of these regions, countries of the eastern Mediterranean; the Maghreb is a region constituted by the population clusters in the countries of northwest Africa centered on Algeria. Still another region extends along the transition zone to Black Africa,

where Islamic traditions give way to African lifestyles. In the realm's northern region, Turkey and Iran dominate as non-Arab countries.

“Rural poverty, strongly conservative traditionalism, political instability, and conflict have marked the realm in recent times, but this is also the source area of several of the world's great religions and the site of ancient culture hearths and early urban societies. Had we drawn several centuries ago, we would have Arab-Turkish penetrations of Iberian and Balkan Europe and streams of trade and contact reaching to Southeast Africa and East Asia. So vigorously was Islam propagated beyond the realm, that, to this day, there are more adherents to the faith outside the Arab world than within it” (de Blij, 1978, pp. 50-51).

5th edition

North Africa/Southwest Asia

“The North Africa/Southwest Asian realm is known by several names, none of them satisfactory: the Islamic realm, the Arab world, the dry world. Undoubtedly, the powerful influence of the Islamic (Moslem) religion is this realm's overriding cultural quality, for Islam is more than a faith: it is a way of life, one that is vividly expressed in the human landscape. The contrasts within this realm are underscored when we note its contents, extending as it does from Morocco and Mauritania in the west to Iran and Afghanistan in the east and from Turkey in the north to the African Horn in the south. Huge desert areas separate highly clustered populations whose isolations perpetuates cultural discreteness, and we can distinguish regional contrasts within the realm quite clearly. The term Middle East refers to one of these regions, the five countries that lie between the eastern Mediterranean and the Persian Gulf. The Maghreb is a region constituted by the population clusters in the countries of northwestern Africa and centers

on Algeria. Still another region encompasses the oil rich Arabian Peninsula, whose holy city of Mecca is the focus of Islam.

Rural poverty, strongly conservative traditionalism, political instability, and conflict have marked the realm in recent times, but this is also the source area of several of the world's great religions and the site of ancient cultural hearths and early urban societies. Had we drawn several centuries ago, we would have shown Arab-Turkish penetrations of Iberian and southeastern Europe and streams of trade and contact reaching the length of Africa's east coast and to Southeast Asia. So vigorously was Islam propagated beyond this realm that, to this day, there are more adherents to the Moslem faith outside the so-called Arab world than within it" (deBlij & Muller, 1988, p.46).

7th edition

North Africa/Southwest Asia

"This vast and sprawling geographic realm is known by several names, none of them completely satisfactory: the Islamic realm, the Arab world, the dry world. It is true that the Islamic (Muslim) religion is this realm's overriding cultural feature, often widely expressed in the cultural landscape. It is also true that aridity dominates the natural environment, so that people are clustered where there is water - often in widely separated settlements. Such isolation perpetuates cultural discreteness and we can easily distinguish regional contrasts within this realm quite clearly.

There are seven regions, three in North Africa and four in Southwest Asia. Egypt forms a region by itself, and to the west lies the North Africa dominated Maghreb. Southward across all of Africa lies the transition zone referred to earlier. In Southwest Asia the pivotal region is often called (for want of a more appropriate term) the Middle East, a crescent of five countries lying

between the Mediterranean and the Persian Gulf. Southward lies the Arabian Peninsula, and to the north stretches a group of non-Arab (Empire) states in a region from Turkey to Afghanistan. East of the Caspian Sea, anchoring the realm's northeast, lies the group of five Muslim countries (Turkestan) now freed from Soviet communist rule where Islam is reviving" (de Blij & Muller, 1994, p. 38).

9th edition

North Africa/Southwest Asia

"This vast geographic realm has several names, extending as it does from North Africa into Southwest and, indeed, Central Asia. Some geographers call it Naswasia or Afrasia. There are seven regions: Egypt, the Maghreb, and the African Transition Zone in North Africa, and the Middle East, the Arabian Peninsula, the Empire States, and Turkestan in Southwest Asia" (de Blij & Muller, 2000, p. 30).

12th edition

North Africa/Southwest Asia

"This vast geographic realm has several names, extending as it does from North Africa into Southwest and, indeed, Central Asia. Some geographers call it Naswasia or Afrasia. There are six regions: Egypt and the Lower Nile Basin plus the Maghreb in North Africa; the Middle East, the Arabian Peninsula, the Empire States, and Turkestan in Southwest Asia" (de Blij, Muller, 2006, p.31).

17th edition

n/a

How does this compare to other regions?

1st edition

“Southeast Asia - Between the giants, China and India (and, in another contrast, between China and the United States) lie the lands and islands of Southeast Asia. This is a varied and interesting region, which carries a record of very ancient occupation, several religious infusions, Chinese and European settlement, and political fragmentation” (de Blij, 1971, p. 17).

2nd edition

Southeast Asia

“Southeast Asia is nowhere nearly as well-defined a culture realm as either India or China. It is a mosaic of ethnic and linguistic groups, and the region has been the scene of countless contests for power and primacy. Even spatially the realm’s discontinuity is obvious; it consists of a peninsular mainland, where population tends to be clustered in river basins, and thousands of island forming the archipelagos of Philippines and Indonesia.

During the colonial period the term Indochina came into use to denote part of the mainland Southeast Asia. The term is a good one, for it reflects major sources of cultural influence that have affected the realm. The great majority of Southwest Asia’s inhabitants have ethnic affinities with the people of China, but it was from India that the realm received its first strong, widely disseminated cultural imprints: Hindu and Buddhist faiths, architecture, arts, and aspects of social structure. The Moslem faith also arrived via India. From China came not only ethnic ties but also cultural elements: Chinese modes of dress, plastic arts, boat types, and other qualities were adopted widely in Southeast Asia. In recent times a strong immigration from China to the cities of Southeast Asia further strengthened the impact of Chinese culture on this realm” (de Blij, 1978, pp.53-54).

5th edition

“Southeast Asia is nowhere nearly as well defined as geographic realm as either South Asia or China. It is a mosaic of ethnic and linguistic groups, and this corner of the world has been the scene of countless contests for power and primacy. Spatially, the realms discontinuity is quite obvious: it consists of a peninsular mainland - where populations tend to be clustered in river basins - and thousands of islands forming the archipelago of Indonesia and the Philippines.

During the colonial period, the term Indochina came into use to denote the eastern rim of mainland Southeast Asia. The term is a good one, for it reflects the major sources of cultural influence that have affected the entire realm. The great majority of Southeast Asia’s inhabitants have ethnic affinities with the people of China, but it was from India that the realm received its first strong, widely disseminated cultural imprints - Hindu and Buddhist faiths, architecture, and key aspects of social structure. The Moslem faith also arrived via India. From China came not only ethnic ties, but also elements of culture; Chinese modes of dress, plastic arts, boat construction, and other qualities were widely adopted throughout Southeast Asia. In more recent times, a major migration from China to the cities of Southeast Asia further strengthened the impact of Chinese culture on this realm” (de Blij & Muller, 1994, p.47).

9th edition

“Southeast Asia is a varied mosaic of natural landscapes, cultures, and economies. Influenced by India, China, Europe, and the United States, it includes dozens of religions and hundreds of languages and economies representing both core and periphery. Physically, Southeast Asia consists of a peninsular mainland and an arc consisting of thousands of islands. The two regions (Mainland and Insular) are based on this distinction.”

12th edition

“Southeast Asia is a varied mosaic of natural landscapes, cultures, and economies. Influenced by India, China, Europe and the United States, it includes dozens of religions and hundreds of languages plus economies representing both core and periphery. Physically, Southeast Asia consists of peninsular mainland and an arc consisting of thousands of islands. The two regions (Mainland and Insular) are based on this distinction” (de Blij & Muller, 2006, p.32).

17th edition

n/a

1st edition

“North America - The United States and Canada are here identified collectively as North America, in preference to the term “Anglo” America which is sometimes used. The disadvantage of “Anglo” America is that many North Americans do not like it - American Indians, the United States’ black people, and Canada’s French-speaking Quebecans, for example. For these people, “Anglo” refers to an essentially alien heritage. But there is a disadvantage to North America as well, since this might be taken to include also the countries to the south of the US, from Mexico to Panama. Our definition of North America, nevertheless, confines itself to Canada and the United States” (de Blij, 1971, p.15).

2nd edition

“The North American culture realm consists of two of the most strongly urbanized and industrialized countries in the world. In the United States there are more than 60 cities with populations in excess of half a million, within which live fully 50 percent of all the people in the country. The vast majority of the remainder, moreover, live in urban places larger than 10,000.

Its large scale, massive technology, its enormous consumption of the world's resources and commodities, and its unprecedented mobility and fast-paced lifestyles characterize the North American realm. Suburbs grow towards each other as cities coalesce, surface and air transport networks intensify, and skylines change. Skyscrapers, traffic jams, waiting lines, noise, pollution of air and water - these are some of the attributes of North American technocracy.

Both the United States and Canada are plural societies, Canada's cultural sources lying in Britain and France and those of the United States in Europe and Africa. In both Canada and the United States, minorities remain separate from the dominant culture: Quebec is Canada's French province, and in the United States, patterns of racial segregation persist, with black Americans concentrated strongly in particular urban areas. The problems associated with cultural pluralism are prominent modifiers of this cultural realm" (de Blij, 1978, p.48).

5th edition

The North American realm is characterized by its large-scale sophisticated technology, its enormous consumption of the world's resources and commodities, and its unprecedented mobility and fast-paced lifestyles. Suburbs grow toward each other as metropolises coalesce, surface and air transport networks intensify, and skylines change: the landscapes of Southern California's San Bernardino County exquisitely captures these dynamics. Overcrowded shopping centers, traffic jams, airport delays, noise, pollution of air and water - these are also some of the by-products of North American technocracy.

Both the United States and Canada are pluralistic societies, with Canada's cultural sources lying in Britain and France and those of the United States in Europe, Africa, Latin America and, increasingly, Asia. In both Canada and the United States, minorities remain separate from the dominant culture, thereby giving rise to a number of persistent social problems.

Quebec is Canada's French province, and in the United States patterns of racial segregation endure with black Americans overwhelmingly concentrated in particular urban areas" (de Blij & Muller, 1988, p. 43).

7th edition

"The North American geographic realm consists of two countries, the United States and Canada. This post-industrial realm is characterized by high levels of urbanization, sophisticated technology, unmatched mobility, and massive consumption of the planet's resources and commodities. This is also a realm of pluralistic societies troubled by the reality that minorities tend to remain separate from the dominant culture.

North America is divided into 8 regions. The Continental Core is the urban-industrial heartland of the realm; today it is being transformed into a post-industrial complex whose functions whose functions are increasingly shared in the South, the Southwest, and the West Coast. The world's most productive grain and livestock farming dominate the Agricultural Heartland. French Canada and the New England/Maritime Provinces region are struggling to avoid being left behind as the economic spotlight continues to shift away from northeast North America. The vast, resource-rich Marginal Interior awaits development in the twenty-first century. Note that many regions straddle the U.S. Canada border - a harbinger of even greater economic interaction to cope if the North American Free Trade zone takes effect in 1994" (de Blij, 1994, p.36).

9th edition

"Another realm in the global core, North America consists of the United States and Canada. We identify nine regions: the North American Core, the Maritime Northeast, French

Canada, the Continental Interior, the South, the Southwest, the Western Frontier, the Northern Frontier, and the Pacific Hinge” (de Blij & Muller, 2000, p. 29).

12th edition

“Another realm in the global core, North America consists of the United States and Canada. We identify nine regions: the North American Core, the Maritime Northeast, French Canada, the Continental Interior, the South, the Southwest, the Western Frontier, the Northern Frontier, and the Pacific Hinge. Five of these regions extend across the U.S. - Canada border” (de Blij & Muller, 2006, p. 30).

17th edition

n/a

1st Edition

Europe

The European realm is defined as lying west of the USSR, with its boundary extending from Finland to the Aegean Sea. Europe is a relatively small but populous region, and very complex. It is made up of about two dozen countries, large and small. Much of our study will deal with the impact of this European realm upon the rest of the world, the dominant theme of world history over the past several centuries - but today Europe is sustaining external impacts itself. Its eastern part lies under the Soviet sphere of influence, and Western Europe is strongly affected by the United States” (de Blij, 1971, p.15).

2nd edition

“Europe merits identification as a culture realm despite the fact that it occupies a mere fraction of the total area of the Eurasian landmass - a fraction that, moreover, is largely made up of that continent’s western peninsular extremities. Certainly Europe’s size is no measure of its

world significance; probably no other part of the world is or ever has been packed full of the products of human achievement. Innovations and revolutions that transformed the world organized in Europe. Over centuries of modern times the evolution of world interaction focused on European states and European capitals. Time and again, despite internal wars, despite the loss of colonial empires, despite the impact of external competition, Europe proved to contain the human and natural resources needed for rebounding and renewed progress.

Among Europe's greatest assets is its internal natural and human diversity. From the warm shores of the Mediterranean to the frigid Scandinavian Arctic and from the flat coastlands of the North Sea to the grandeur of the Alps, Europe presents an almost infinite range of natural environments. An insular and peninsular west contrasts against a more continental east. A resource-laden backbone extends across Europe from England eastward. Excellent soils produce harvest of enormous quantity and variety. And the populations include people of many different stocks, peoples grouped under such familiar names as Latin, Germanic, and Slavic. Europe has its minorities as well- for example for example, the Hungarians and the Finns. Immigrants continue to stream into Europe, contributing further to a diversity that has been an advantage to Europe in uncountable ways. Today Europe is a realm dominated, especially in the west, by great cities, intensive transport networks and mobility, enormous productivity, dynamic growth, a large and in many ways very dense population, and an extremely complex technology" (de Blij, 1978, pp. 45-46).

5th edition

"Europe merits designation as a world realm despite the fact that it occupies only a small portion of the European landmass - a fraction that, moreover, is largely made up of Eurasia's western peninsular extremities. Certainly Europe's size is no measure of its global significance:

no other part of the world is over ever has been so packed full of the products of human achievement and the source of so many innovations and revolutions that transformed areas far beyond its own borders. Over the past several centuries, the evolution of world interaction consistently focused on European states and European capitals. Time and time again, despite internal wars, despite the losses of colonial empires, despite the impacts of external competition, Europe has proved to contain the human and natural resources needed for rebounding and renewed progress.

Among Europe's greatest assets is its internal natural and human diversity. From the warm shores of the Mediterranean to the frigid Scandinavian Arctic from the flat coastlands of the North Sea to the grandeur of the Alps, Europe presents an almost infinite range of natural environments. An insular and peninsular west contrasts against a more continental east. A resource-laden backbone extends across the center of Europe from England toward the east. Excellent soils produce harvests of enormous quantity and variety. And the population includes people of many different stocks, peoples grouped under such familiar names as Latin, Germanic, and Slavic. Europe has its cultural minorities as well - for example the Hungarians and Finns. Immigrants continue to stream into Europe, contributing further to a diversity that has been an advantage to Europe in uncountable ways. Today's resilient Europe, especially in its west, is a realm dominated by great cities, intensive transport networks and mobility, enormous productivity, dynamic growth a large often very dense population and a persistently sophisticated technology" (de Blij & Muller, 1988, p.41).

7th edition

"Europe merits recognition as a world realm despite the fact that it occupies only a small portion of the Eurasian landmass - a segment, moreover, that is largely made up of Eurasia's

western peninsular extremities. But Europe's territorial size is no measure of its global significance. No other part of the world is (or ever has been) packed so full of the products of human achievement or has been the source of so many innovations and revolutions that transformed the world far beyond its borders. Over the past several centuries, the evolution of global interaction consistently focused on European states and their capitals. Time and again - despite internal wars, the loss of colonial empires, and the threat and impact of external competition - Europe has proved to contain the human and natural resources needed to rebound and renew its progress.

Europe in the mid-1990's is embarked on an historic program of unification. Yet Europe's regional identities have actually been strengthened by events following the collapse of the Soviet Union and the end of communist domination over its former Eastern European satellites. Today, Europe displays five regions: the British Isles, Western Europe, Northern Europe, Southern (Mediterranean) Europe, and Eastern Europe" (de Blij & Muller, 1994, p. 35)

9th edition

"Territorially small and politically fragmented, Europe remains disproportionately influential in global affairs. A core geographic realm, Europe has five regions: Western Europe, the British Isles, Northern Europe, Mediterranean (South) Europe, and Eastern Europe" (de Blij & Muller, 2000, p. 29).

12th edition

"Territorially small and politically fragmented, Europe remains disproportionately influential in global affairs. A core geographic realm, Europe has five regions: Western Europe, the British Isles, Northern (Nordic) Europe, Mediterranean Europe, and Eastern Europe" (de Blij & Muller, 2006, p. 29).

17th edition

n/a

Appendix B: Table of Categories Showing Description of Selected Realms

	1st	2nd	5th	7th	9th	12th	17th
Southwest Asia							
Physical Geography	x	x	x	x	-	-	n/a
Ethnicity	x	x	x	x	-	-	n/a
Religion	x	x	x	x	-	-	n/a
Adjectives	x	x	x	x	-	-	n/a
Descriptive Nouns	-	x	x	x	-	-	n/a
Southeast Asia							
Physical Geography	x	x	x	x	x	x	n/a
Ethnicity	-	x	x	x	x	x	n/a
Religion	x	x	x	x	x	x	n/a
Adjectives	x	x	x	x	x	x	n/a
Descriptive Nouns	x	x	x	x	x	x	n/a
North America							
Physical Geography	-	-	-	x	-	-	n/a
Ethnicity	x	x	x	x	-	-	n/a

Religion	-	-	-	-	-	-	n/a
Adjectives	x	x	x	x	-	-	n/a
Descriptive Nouns	-	x	x	x	-	-	n/a
Europe							
Physical Geography	x	x	x	x	-	-	n/a
Ethnicity	-	x	x	x	-	-	n/a
Religion	-	-	-	-	-	-	n/a
Adjectives	x	x	x	x	x	x	n/a
Descriptive Nouns	x	x	x	x	x	x	n/a

Appendix C: Key Concepts, Terms and Headings Found in Selected Editions

1st edition

Concepts and Ideas in Southwest Asia

Diffusion of Innovations

Principle of Challenge and Resources

Boundary Morphology

Population/Resource Regions

Cycle Theory

Ecological Trilogy

Urban Dominance

Concepts and Ideas in Europe

The Population “Explosion”

The Demographic Cycle

Urban Site and Situation

Law of the Primate City

The Forward Capital

Central Place Theory

Regionalism

Transhumance

Concepts and Ideas in North America

Plural society

Physiographic Provinces

Agglomeration

Megalopolis

Interactance Hypothesis

Circulation

Concepts and Ideas in Southeast Asia

Spatial Morphology

The Insurgent State

Historic Waters

Epicontinental Sea

Territorial Sea

Maritime Provinces

Headings in North Africa/Southwest Asia

A greatness Past

A Greatness Lost

The Successors

Boundary Morphology

Arabian Bonanza

Modern Egypt

The “Middle East” in North Africa

The Sudan and Africa’s “Horn”

Israel and the Pivot

The Desert

Ataturk’s Turkey

The East: Iran

Headings in Europe

The British Isles

Population: the Crisis of Numbers

The Demographic Cycle

Western Europe

Central Place Theory

Benelux

The Alpine Countries

Nordic Europe (Norden)

Mediterranean Europe

Headings in North America

Pre-European Patterns

Patterns in Colonial America

Early Black America

Westward Expansion and the Emergence of National Patterns

Physical Setting

Economic Patterns and Regional Separatism

Development of Present Patterns

North American Mineral Resources

Location as a Resource

The Urban-Industrial Core

Agriculture's Changing Role

Major Crop Regions

Patterns of Black America Since 1860

Distribution of Poverty

Migration Within North America

Megalopolitan Growth

The Interactance Hypothesis

Circulation and Continental Integration

Headings in Southeast Asia

Indochina

The Europeans

Spatial Arrangements

Water and Land

The Philippines

2nd edition

Concepts and Ideas in North Africa and Southwest Asia

Culture Hearth

Diffusion Processes

Diffusion Model

Feudalism

Nomadism

Irrigation

Ecological Trilogy

Cycle Theory

Boundary Morphology

Concepts and ideas in Southeast Asia

Spatial morphology

Territoriality

Insurgent States

Domino Theory

Maritime Boundaries

Economic Zones

World Lake Concept

Concepts and Ideas in North America

Plural Society

Site and Situation

Hinterland

Agglomeration

Central Place Theory

Urban Hierarchies

Agglomeration

Central Place Theory

Urban Hierarchies

Urban Structure

Megalopolis

Time Space Convergence

Concepts and Ideas in Europe

Location theory

Complementarity

Functional Specialization

Models

Isolated State

Organic Theory

Mercantilism

Nation-State

Devolution

Balkanization

Irredentism

Primate City

Site and Situation Supranationalism

Headings in North Africa/Southwest Asia

A Greatness Past

Decline and Rebirth

Boundaries and Barriers

The United Arab Emirates – call-out

States and Regions

Supranationalism in the Middle East – call-out

The Western Isle – call-out

Palestinian Dilemma – call-out

People on the Move – call-out

The Problem of Cyprus – call-out

Headings in Southeast Asia

Population Patterns

Indochina

Brunei – call-out

European Colonial Frameworks

Territorial Morphology

Singapore – call-out

Land Sea

North America - Headings

Continent and Cultural Realm – call-out

Patterns in Colonial America

Early Black America

The Emergence of National Patterns: The United States

Canadian Patterns

Economic Patterns and Regional Formation

Development of Present Patterns

Quebec: Independence Ahead? – call-out

North American Mineral Resources

The Trans-Alaska Pipeline – call-out

Location as a Resource

City Size and City Spacing

Agriculture's Changing Role

The Continental Core Region

Patterns of Population Redistribution

The Distribution of Poverty

Urban Structure

Megalopolitan Growth

Spatial Reorganization and Transport Technology

Petroleum Problems of Supply and Demand – call-out

Headings on Europe

Landscapes and Rivalries

Nation-State as a Concept – call-out

Geographic Dimensions

The European Realm Today – call-out

Marshall Plan – call-out

Law of the Primate City – call-out

Regions of Europe

The United Kingdom and North Sea Petroleum – call-out

Devolution - Global Symptom – call-out

Divided Berlin – call-out

Ekofiski! Statfjord! – call-out

Balkanization – call-out

Yugoslavia and Carinthia – call-out

European Reunification

Supranationalism in Europe – call-out

5th edition

North Africa/Southwest Asia - Ideas and Concepts

Cultural Geography

Culture Hearth

Spatial Diffusion Models

Energy Resources

Remote Sensing

Urban Dominance

Irrigation Methods

Nomadism

Political Development Cycles

Ecological Trilogy

Von Thunen's Isolated State

Irredentism

Headings

Cultural Geography – call-out

A Greatness Past

Decline and Rebirth

Boundaries and Barriers

Spatial Diffusion Principles – call-out

Arabian Oil Bonanza

Regions and States

Remote Sensing – call-out

The Palestinian Dilemma – call-out

People on the Move – call-out

The Problem of Cyprus – call-out

Von Thunen in the Underdeveloped World – call-out

Ideas and Concepts - North America

Urban Geography

Plural Society

Time-Space Convergence

Rain Shadow Effect

Population Mobility

Cultural Hearth

Epochs of Metropolitan Evolution

Megalopolis

Location Theory

Central Place Theory

Urban Hierarchies

Eras of Intraurban Structural Evolution

Hypothesis of the Galactic Metropolis

Urban Realms Model

Mental Maps

Economies of Scale

Post-industrial Revolution

Nine-nations hypothesis

Southeast Asia - Ideas and Concepts

Shatter belt

Political Geography

Genetic Boundary Classification

Territorial Morphology

Domino Theory

Refugee Flows

Third World City Structure

Maritime Boundaries

Exclusive Economic Zone

World-Lake Concept

Headings

Population Patterns

Political Geography – call-out

Indochina

The Ethnic Mosaic

Creating the Political Map: European Colonialism

States and Nations: Territorial Morphology

Domino Theory – call-out

The Southeast Asian City – call-out

Singapore – call-out

Brunei – call-out

Land and Sea

The Southern Realm: Antarctica and Surroundings – call-out

Europe - Ideas and Concepts

Population Geography

Relative Location

Functional Specialization

Nation-State

Von-Thunen's Isolated State

Industrial Location

Organic Theory of Political Evolution

Spatial Interaction Principles: Complementary, Transferability, Intervening Opportunity

Primate City

European Urbanization Trends

Conurbation

Site and Situation

Acid Rain

Balkanization

Irredentism

Shatterbelt

Supranationalism

Headings - Europe

Population Geography – call-out

Landscapes and Rivalries

Europe: The Eastern Boundary – call-out

Heritage of Order

Heirs to the Empire

The Rebirth of Europe

Nation-State as Concept – call-out

The Revolutions

Geographic Dimensions of Modernization

The Von Thunen Model – call-out

The European Realm Today

Regions of Europe

Devolution - Global Symptom? – call-out

The Changing Social Geography of Western Europe – call-out

Divided Berlin – call-out

The Netherlands or Holland – call-out

Acid Rain – call-out

Ekosfisk! Statford! – call-out

Balkanization – call-out

Yugoslavia and Carinthia – call-out

European Unification

Supranationalism in Europe – call-out

7th edition

North Africa/Southwest Asia - Ideas and Concepts

Cultural Geography

Cultural Hearth

Fertile Crescent

Hydraulic Civilization

Climate Change

Diffusion

Expansion Diffusion

Relocation Diffusion

Boundaries

State Expansion

Nomadism

Buffer State

North Africa/Southwest Asia - Headings

Defining the Realm

Cultural Geography- call-out

Regions in the Realm

A Hearth of Culture

Stage for Islam

The Flowering of Islamic Culture – call-out

Divisive Forces

Establishing Boundaries – call-out

The Power and Peril of Oil

Supranationalism in the Realm of Islam – call-out

Regions and States

The 1991 Gulf War – call-out

A Future Kurdistan – call-out

The Palestinian Dilemma - call-out

The Problem of Cyprus – call-out

People on the Move – call-out

Southeast Asia - Ideas and Concepts

Shatter belt

Domino Theory

Buffer Zone

Insurgent State Model

Political Geography

Southeast Asian City Model

Genetic Boundary Classification

Territorial Sea

Territorial Morphology

Exclusive Economic Zone (EEZ)

Compact

Maritime Boundaries

Elongated

Fragmented

Prorupt

Perforated

Southeast Asia - Headings

Population Patterns

Political Geography – call-out

Indochina

The Ethnic Mosaic

Creating the Political Map: European Colonialism

States and Nations: Territorial Morphology

Domino Theory – call-out

The Southeast Asian City – call-out

Pinang - A Future Singapore – call-out

Brunei – call-out

Southeast Asia's Seas

Europe - Ideas and Concepts

Relative location Primate City

Geomorphology Central Business District (CBD)

Infrastructure Devolution

Areal Functional Specialization Supranationalism

Model Conurbation

Von Thunen's Isolated State Site

Industrial Location Situation

Centrifugal Forces Acid Rain

Centripetal Forces Shatter belt

Nation-state Balkanization

Spatial Interaction Principles Irredentism

 Complementarity

 Transferability

 Intervening Opportunity

Europe - Headings

Geomorphology – call-out

Landscapes and Opportunities

Europe: The Eastern Boundary – call-out

Heritage of Order

Decline and Rebirth

The Revolutions of Modernizing Europe

Models in Geography – call-out

Centripetal and Centrifugal Forces – call-out

The European Realm Today

Paris' La Defense – call-out

Regions of Europe

The Changing Social Geography of Western Europe – call-out

Acid Rain – call-out

Balkanization – call-out

Kalingrad: Another Baltic State? – call-out

North America - Ideas and Concepts

Post-industrial Society and Economy

Epochs of Metropolitan Evolution

Urban Geography

Megalopolitan Growth

Cultural Pluralism

Eras of Intraurban Structural Evolution

Time-space Convergence

Suburban Downtown

Physiographic Province

Urban Realms Model

Rain Shadow Effect

Economies of Scale

Pollution

Historical Inertia

Cultural Hearth

North America - Headings

Urban Geography – call-out

Two Highly Advanced Countries

North America's Physical Geography

The Rain Shadow Effect – call-out

The United States

The Ethnic Tapestry of the United States – call-out

The Lineaments of Post-industrial Society – call-out

Canada

North American Free Trade Agreement (NAFTA) – call-out

Regions of the North American Realm

On to the twenty-first century

9th edition

North Africa/Southwest Asia - Concepts, Ideas and Terms

Cultural Geography

Contagious Diffusion

Cultural Hearth

Hierarchical Diffusion

Cultural Diffusion

Islamization

Cultural Environment

Culture Region

Cultural Ecology

Religious Fundamentalism

Hydraulic Civilization Theory

Cultural Revival

Climate Change Theory

Muslim Front

Spatial Diffusion

Stateless Nation

Expansion Diffusion

Nomadism

Relocation Diffusion

Buffer State

North Africa/Southwest Asia - Headings

Defining the Realm

Hearths of Culture

Stage of Islam

The Flowering of Islamic Culture – call-out

Diffusion Processes – call-out

Islam Divided

The Power and Peril of Oil

Regions of the Realm

Egypt and the Lower Nile Basin

Cairo – call-out

The Maghreb and Its Neighbors

The African Transition Zone

The Middle East

A Future Kurdistan – call-out

The Palestinian Dilemma – call-out

The Arabian Peninsula

The Empire States

Istanbul – call-out

Divided Cyprus – call-out

Turkestan

Southeast Asia - Concepts, Ideas and Terms

Buffer zone

State Territorial Morphology

Shatter belt

Compact State

Overseas Chinese	Protruded State
Organic Theory	Elongated State
State Boundaries	Fragmented State
Antecedent Boundaries	Perforated State
Subsequent Boundary	Domino Theory
Superimposed Boundary	Entrepot
Relict Boundary	Archipelago
	Transmigration

Southeast Asia - Headings

Defining the Realm

Physical Geography

Population Geography

How the Political Map Evolved

Overseas Chinese – call-out

Southeast Asia's Political Geography

Regions of the Realm

Mainland Southeast Asia

Elongated Vietnam

Domino Theory – call-out

Saigon – call-out

Compact Cambodia

The Mighty Mekong – call-out

Landlocked Laos

Protruded Thailand

Bangkok – call-out

Extended Myanmar

Insular Southeast Asia

Mainland-Island Malaysia

Pinang: A Future Singapore – call-out

Singapore

Indonesia's Archipelago

Rich and Broken Brunei – call-out

Jakarta – call-out

Fragmented Philippines

Manila – call-out

Cebu's Boom – call-out

North America - Concepts, Ideas and Terms

Cultural Pluralism Urban realms model

Physiographic province Mosaic culture

Rain shadow effect Productive activities

Sunbelt Fossil fuels

Migration Economies of scale

Push/pull factors Post-industrialism

American Manufacturing Belt Technopole

Ghetto Ecumene

Outer city Regional state

Suburban downtown

Pacific Rim

North America – Headings

Defining the Realm

The United States

The Migration Process - call out

Canada

Among the Realm's Great Cities...Toronto - call-out

North American Free Trade Agreement (NAFTA) – call-out

Regions of the Realm

The North American Core

The Maritime Northeast

French Canada

The Continental Interior

The South

The Southwest

The Western Frontier

The Northern Frontier

The Pacific Hinge

Among the Realm's Great Cities...Chicago - call-out

Among the Realm's Great Cities...New York - call-out

Among the Realm's Great Cities...Montreal - call-out

The Pacific Rim Connection - call-out

Among the Realm's Great Cities...Los Angeles - call-out

Europe - Concepts, Ideas, and Terms

Land hemisphere	Intervening opportunity
Infrastructure	Primate City
Areal functional specialization	Metropolis
Model	Devolution
Von Thunen's Isolated State	Four Motors of Europe
Industrial Revolution	Regional state
Nation	Supranationalism
Nation-state	Site
Centripetal forces	Situation
Centrifugal forces	Conurbation
Indo-European languages	Landlocked location
Complementarity	Break-of-bulk point
Transferability	<i>Entrepot</i>
Intervening opportunity	Shatter belt
Primate city	Balkanization
Exclave	Irredentism

Europe - Headings

Defining the Realm

Landscapes and Opportunities

Europe: The Eastern Boundary – call-out

Europe's Pre-modern Heritage

Centripetal and Centrifugal Forces – call-out

Contemporary Europe

The Revolutions of Modernizing Europe

Models in Geography - call-out

Europe's Population Implosion - call-out

Some European Acronyms - call-out

Supranationalism in Europe – call-out

Regions of the Realm

Western Europe

Among the Realm's Great Cities...Paris - call-out

The British Isles

Among the Realm's Great Cities...London - call-out

Northern (Nordic) Europe

Greenland and Europe - call-out

Mediterranean Europe

Among the Realm's Great Cities...Rome - call-out

Among the Realm's Great Cities...Athens - call-out

Eastern Europe

Kaliningrad: Russia on the Baltic - call-out

12th Edition

North Africa/Southwest Asia Concepts, Ideas and Terms

Cultural Geography Hierarchical Diffusion

Cultural Hearth Islamization

Cultural Diffusion Culture Region

Cultural Environment	Religious Revivalism
Cultural Ecology	Wahhabism
Hydraulic Civilization Theory	Cultural Revival
Climate Change	Stateless Nation
Spatial Diffusion	Choke Point
Expansion Diffusion	Nomadism
Relocation Diffusion	Buffer State
Contagious Diffusion	

North Africa/Southwest Asia headings

Defining the Realm

Hearths of Culture

Stage for Islam

The Flowering of Islamic Culture – call-out

Islam Divided

Islam in the Twenty-First Century: Revive or Reform? – call-out

The Power and Peril of Oil

Local Reaction, Global Impact

Regions of the Realm

Egypt and the Lower Nile Basin

Among the Great Cities...Cairo – call-out

The Maghreb and Its Neighbors

The Middle East

A Future Kurdistan? – call-out

The Arabian Peninsula

The Empire States

Turkestan

Southeast Asia - concepts, ideas, and terms

Tsunami State Territorial Morphology

Buffer Zone Compact State

Shatter belt Protruded State

Overseas Chinese Elongated State

Organic Theory Fragmented State

State Boundaries Perforated State

Antecedent Boundary Domino Theory

Subsequent Boundary Entrepot

Superimposed Boundary Archipelago

Relict Boundary Transmigration

Southeast Asia - Headings

Defining the Realm

Land and Sea Borders

Physical Geography

Population Geography

How the Political Map Evolved

Overseas China – call-out

The Chinese Presence in Southeast Asia – call-out

Southeast Asia's Political Geography

Regions of the Realm

Mainland Southeast Asia

Elongated Vietnam

Domino Theory – call-out

Among the Realm’s Great Cities...Saigon – call-out

Compact Cambodia

The Mighty Mekong – call-out

Landlocked Laos

Protruded Thailand

Among the Realm’s Great Cities...Bangkok

Extended Myanmar

Insular Southeast Asia

Mainland-Island Malaysia

Pinang: A Future Singapore? – call-out

Singapore

Indonesia’s Archipelago

Among the Realm’s Great Cities...Jakarta

Rich and Broken Brunei – call-out

East Timor

Fragmented Philippines

Among the Realm’s Great Cities...Manila

17th edition

North Africa/Southwest Asia Concepts, Ideas and Terms

Cultural Geography	Hierarchical Diffusion
Cultural Hearth	Islamization
Cultural Diffusion	Culture Region
Cultural Environment	Religious Revivalism
Cultural Ecology	Wahhabism
Hydraulic Civilization Theory	Cultural Revival
Climate Change	Stateless Nation
Spatial Diffusion	Choke Point
Expansion Diffusion	Nomadism
Relocation Diffusion	Buffer State
Contagious Diffusion	

North Africa/Southwest Asia headings

Defining the Realm

Hearths of Culture

Stage for Islam

The Flowering of Islamic Culture – call-out

Islam Divided

Islam in the Twenty-First Century: Revive or Reform? – call-out

The Power and Peril of Oil

Local Reaction, Global Impact

Regions of the Realm

Egypt and the Lower Nile Basin

Among the Great Cities...Cairo – call-out

The Maghreb and Its Neighbors

The Middle East

A Future Kurdistan? – call-out

The Arabian Peninsula

The Empire States

Turkestan

Southeast Asia - concepts, ideas, and terms

Tsunami State Territorial Morphology

Buffer Zone Compact State

Shatter belt Protruded State

Overseas Chinese Elongated State

Organic Theory Fragmented State

State Boundaries Perforated State

Antecedent Boundary Domino Theory

Subsequent Boundary Entrepot

Superimposed Boundary Archipelago

Relict Boundary Transmigration

Southeast Asia - Headings

Defining the Realm

Land and Sea Borders

Physical Geography

Population Geography

How the Political Map Evolved

Overseas China – call-out

The Chinese Presence in Southeast Asia – call-out

Southeast Asia’s Political Geography

Regions of the Realm

Mainland Southeast Asia

Elongated Vietnam

Domino Theory – call-out

Among the Realm’s Great Cities...Saigon – call-out

Compact Cambodia

The Mighty Mekong – call-out

Landlocked Laos

Protruded Thailand

Among the Realm’s Great Cities...Bangkok

Extended Myanmar

Insular Southeast Asia

Mainland-Island Malaysia

Pinang: A Future Singapore? – call-out

Singapore

Indonesia’s Archipelago

Among the Realm’s Great Cities...Jakarta

Rich and Broken Brunei – call-out

East Timor

Fragmented Philippines

Among the Realm's Great Cities...Manila

Europe's Concepts, Ideas, and Terms

Land hemisphere

Metropolis

Infrastructure

Supranationalism

Local Functional Specialization

Devolution

The Isolated State

Four Motors of Europe

Model

Regional State

Industrial Revolution

Site

Nation-state

Situation

Nation

Conurbation

Centrifugal Forces

Landlocked Location

Centripetal Forces

Break-of-Bulk

Indo-European Languages

Entrepot

Complementarity

Shatter belt

Transferability

Balkanization

Intervening Opportunity

Exclave

Primate City

Irredentism

Europe- Headings

Defining the Realm

Landscapes and Opportunities

Historical Geography

The Revolutions of Modernizing Europe

Contemporary Europe

Europe's Modern Transformation

Europe: How Desirable is Economic and Political Union – call-out

Regions of the Realm

Western Europe

Among the Realm's Great Cities...Paris – call-out

The British Isles

Among the Realm's Great Cities...London – call-out

Northern (Nordic) Europe

Mediterranean Europe

Among the Realm's Great Cities...Rome – call-out

Among the Realm's Great Cities...Athens – call-out

Eastern Europe

North America- Concepts, Ideas, and Terms

Cultural Pluralism

Urban Realms Model

Physiographic Province

Mosaic Culture

Rain Shadow Effect

Productive Activities

Sunbelt

Fossil Fuels

Migration

Economies of Scale

Push/pull factors

Post-industrialism

American Manufacturing Belt

Technopole

Ghetto

Ecumene

Outer City

Regional State

Suburban Downtown

Pacific Rim

North America headings

North America's Physical Geography

Indigenous North America

The United States

The Migration Process – call-out

Immigrants: How Many North America Accommodate? – call-out

Canada

Among the Realm's Great Cities...Toronto – call-out

North American Free Trade Agreement (NAFTA) – call-out

Regions of the Realm

The North American Core

The Informal Geography of Popular Regions – call-out

The Maritime Northeast

Among the Realm's Great Cities...Chicago – call-out

Among the Realm's Great Cities...New York – call-out

French Canada

The Continental Interior

Among the Realm's Great Cities...Montreal – call-out

Geography of the Mighty Soybean – call-out

The South

The Southwest

The Western Frontier

The Northern Frontier

The Pacific Hinge

The Pacific Hinge Connection – call-out

Among the Realm’s Great Cities...Los Angeles – call-out

Europe’s Concepts, Ideas, and Terms

Transition Zone	Central Business District (CBD)	Situation
Geographic Information Systems GIS	Centrifugal Forces	Estuary
Digital Elevation Model	Centripetal Forces	Conurbation
Land Hemisphere	Supranationalism	Landlocked Location
City-state	Euro Zone	World-city
Local Functional Specialization	Schengen Area	Metropolis
Industrial Revolution	Four Motors of Europe	Break-of-bulk
Sovereignty	Devolution	Entrepot
Nation	Microstate	Balkanization
Indo-European Language Family	Urban System	Irredentism
Complementarity	Primate City	Exclave
Transferability	Site	

Europe- Headings

Defining the Realm

Europe’s Eastern Boundary

Technology and Geography - call-out

Modern Historical Geography

Contemporary Europe: A Dynamic Realm

European Unification

Consequences of Unification

NATO and European Security

Europe's Refugee Crisis

Islamist Terrorism in Europe

Immigration and the Growing Multicultural Challenge

Regional Issue: Should Europe Welcome Refugees?

Regions of Europe

Western Europe

Among the Realm's Great Cities...Paris – call-out

Regional Planning Case: Amsterdam North-South Line

Among the Realm's Great Cities...London – call-out

Northern Europe

Mediterranean Europe

Among the Realm's Great Cities...Rome – call-out

Eastern Europe

Europe's Future Prospects

North America- Concepts, Ideas, and Terms

Borderland

Information Economy

Transition Zone

GPS (Global Positioning System)

Physiographic Region

Gentrification

Continentality

Neighborhood Effect

Rain Shadow Effect

Residential Geography

Federation	Sunbelt
Aquifer	Migration
Fossil Fuel	Electoral Geography
Urban System	Melting Pot
American Manufacturing Belt	First Nations
Distribution Center	World-City
Intermodal Connections	Technopole
Outer City	Pacific Rim
Deindustrialization	Tar Sands
Central Business District	Boreal Forest

North America headings

Defining the Realm

The U.S. - Mexico Borderland: Boundary or Transition Zone – call-out

Population Clusters

North America's Physical Geography

Native Americans and European Settlement

Cultural Foundations

The Federal Map of North America

The Distribution of Natural Resources

Urbanization and the Spatial Economy

Regional Planning Case - Savannah, Georgia's Expanding Port – call-out

GPS, Sensors, and Self-Driving Cars – call-out

The Making of a Multicultural Realm

Regional Issue: Immigration – call-out

Regionalism in Canada: Divisive Forces

Among the Realm’s Great Cities...Toronto – call-out

Regionalism and Ethnicity in the United States

Regions of North America

Among the Realm’s Great Cities...New York – call-out

Among the Realm’s Great Cities...Los Angeles – call-out

Among the Realm’s Great Cities...San Francisco – call-out

Appendix D: Spatial Organization of the Textbook

1st edition

Regions of the World

The Growth of Europe

Regions of Europe

Eastern Europe - The Shatterbelt Zone

The Soviet Union - Region and Realm

North America

Middle America and the Legacy of Mesoamerica

“Latin” South America

“Africa forms the Key”

North Africa and Southwest Asia

India and the Indian Perimeter

China and Its Sphere

Southeast Asia: Between the Giants

Prodigious Japan: The Aftermath of Empire

Australia and the Islands

2nd Edition

Introduction: Regional Geography of the World

Part I: Developed Regions

The Mosaic of Europe

The Soviet Union: Region and Realm

North America

Part II: Underdeveloped Regions

Middle America: Collision of Cultures

South America at the Crossroads

North Africa and Southwest Asia

African Worlds

India and the Indian Perimeter

China and Its Sphere

Southeast Asia: Between the Giants

5th edition

World Regional Geography: Physical and Human Foundations

Resilient Europe: Confronting New Challenges

The Soviet Union: Moving the Monolith

North America: The Post-industrial Transformation

Middle America: Collision of Cultures

South America: Tradition and Transition

North Africa/Southwest Asia: Fundamentalism versus Modernization

Sub-Saharan Africa: Adversities and Adversaries

South Asia: Resurgent Regionalism

The Chinese World: Pitfalls of Progress

Southeast Asia: Between the Giants

7th edition

Introduction World Regional Geography: Physical and Human Conditions

Part I: Developed Realms

Resilient Europe: Confronting New Challenges

Russia's Fracturing Feudalism

North America: The Post-industrial Transformation

The Pacific Rim of Australia

Part 2: Developing Realms

Middle America: A Collision of Cultures

South America: Continent of Contrasts

North Africa/Southwest Asia: The Challenge of Islam

Sub-Saharan Africa: Realm of Reversals

South Asia: Resurgent Regionalism

China: The Last Empire

Southeast Asia: Between the Giants

9th edition

Introduction World Regional Geography

Europe

Russia

North America

Middle America

South America

North Africa/Southwest Asia

Sub-Saharan Africa

South Asia

East Asia

Southeast Asia

The Austral Realm

The Pacific Realm

12th edition

Introduction World Regional Geography

Europe

Russia

North America

Middle America

South America

Sub-Saharan Africa

North Africa and Southwest Asia

South Asia

East Asia

Southeast Asia

The Austral Realm

The Pacific Realm

17th edition

Introduction World Regional Geography: A Global Perspective

The North American Realm

The Middle American Realm

The South American Realm

The European Realm

The Russian/Central Asian Realm

The North African/Southwest Asian Realm

The Sub-Saharan African Realm

The South Asia Realm

The East Asia Realm

The Southeast Asian Realm

The Austral Realm

The Pacific Realm and Polar Futures

Appendix E: Table on Percent of Textbook Coverage, Population and Land Percentages

1st edition

Chapters	percent of textbook	percent of population	percent of land
Regions of the World	3	n/a	n/a
The Growth of Europe	6.9	See Europe Total	See Europe Total
Regions of Europe	8.3	See Europe Total	See Europe Total
Eastern Europe - The Shatterbelt Zone	3.1	See Europe Total	See Europe Total
Europe Total	18.3	8.13	4.32
The Soviet Union - Region and Realm	6.8	2.15	12.59
North America	10.5	4.72	14.54

Middle America and the Legacy of Mesoamerica	5.6	2.72	1.9
“Latin” South America	7.6	5.44	13.03
“Africa forms the Key”	9.6	15.66	17.72
<i>North Africa and Southwest Asia</i>	8.2	8.37	14.09
India and the Indian Perimeter	7.2	22.34	3.27
China and Its Sphere	13.8	21.57	8.58
Southeast Asia: Between the Giants	4.9	8.34	3.27
Prodigious Japan: The Aftermath of Empire	See China	See China	See China
Australia and the Islands	4.4	0.5	6.55

2nd edition

Chapters	percent of textbook	percent of population	percent of the textbook
Introduction: Regional Geography of the World	9.8	n/a	n/a

Part I: Developed Regions The Mosaic of Europe	12.8	8.13	4.32
The Soviet Union: Region and Realm	6.7	2.15	12.59
North America (includes Prodigious Japan: The Aftermath of Empire)	8.6	4.72	14.54
Part II underdeveloped regions Middle America Collision of Cultures	6.0	2.72	1.9
South America at the Crossroads	8.4	5.44	13.03
<i>North Africa and Southwest Asia</i>	8.8	8.37	14.09
African Worlds	9.3	15.66	17.22
India and the Indian Perimeter	7.9	22.34	3.27
China and Its Sphere	11.2	21.57	8.58
Southeast Asia: Between the Giants	6.7	8.34	6.55
Australia and the Islands	3.3	0.5	6.55

5th edition

Chapters	%	%	%
Introduction World Regional Geography: Physical and Human Foundations	9.1		
Part I: Developed Realms Resilient Europe: Confronting New Challenges (including Australia)	12.2	8.13	4.32
The Soviet Union: Moving the Monolith	6.4	2.15	12.59
North America: The Post Industrial Transformation (with Prodigious Japan)	12.2	4.72	14.54
Part II Underdeveloped Realms Middle America Collision of Cultures	6.6	2.72	1.9
South America: Tradition and Transition	8.4	5.44	13.03

<i>North Africa and Southwest Asia: Fundamentalism versus Modernization</i>	8.7	8.37	14.09
Sub-Saharan Africa: Adversities and Adversaries	9.7	15.66	17.22
South Asia: Resurgent Regionalism	6.6	22.34	3.27
The Chinese World: Pitfalls of Progress	11	21.57	8.58
Southeast Asia: Between the Giants	5.8	8.34	6.55
(Australia and the Islands)	3.8	0.5	6.55

7th edition

Chapters	Percent of textbook	Percent of population	Percent of land

Introduction World Regional Geography: Physical and Human Foundations	7.0		
Part I: Developed Realms Resilient Europe: Confronting New Challenges	12.9	8.13	4.32
Russia's Fracturing Federation	8.6	2.15	12.59
North America: The Post Industrial Transformation	8.0	4.72	14.54
The Pacific Rim of Australia	4.9	0.5	6.55
Part 2: Developing Realms Middle America: Collision of Cultures	5.6	2.72	1.9
South America: Tradition and Transition	8.3	5.44	13.03
<i>North Africa and Southwest Asia: Fundamentalism versus Modernization</i>	10.2	8.37	14.09

Sub-Saharan Africa: Realm of Reversals	8.5	15.66	17.22
South Asia: Resurgent Regionalism	9.0	22.34	3.27
The Chinese World: Pitfalls of Progress	12.4	21.57	8.58
Southeast Asia: Between the Giants	5.2	8.34	6.55

9th edition

Chapters	Percent of textbook	Percent of population	Percent of land
Introduction World Regional Geography: Physical and Human Foundations	7.5		
Europe	11.2	8.13	4.32
Russia	8.1	2.15	12.59
North America	8.1	4.72	14.54

Middle America	7.1	2.72	1.9
South America	7.4	5.44	13.03
<i>North Africa and Southwest Asia</i>	9.6	8.37	14.09
Sub-Saharan Africa	8.2	15.66	17.22
South Asia	7.8	22.34	3.27
East Asia	11.9	21.57	8.58
Southeast Asia	7.3	8.34	6.55
The Austral Realm	3.2	0.37	5.84
The Pacific Realm	2.4	0.13	.71

12th edition

Chapters	Percent of textbook	Percent of population	Percent of land
Introduction: World Regional Geography	7.1	-	-
Europe	10.4	8.13	4.32

Russia	6.9	2.15	12.59
North America	9.0	4.72	14.54
Middle America	6.3	2.72	1.9
South America:	7.6	5.44	13.03
Sub-Saharan Africa	8.7	15.66	17.22
<i>North Africa and Southwest Asia</i>	9.4	8.37	14.09
South Asia	7.9	22.34	3.27
East Asia	11.8	21.57	8.58
Southeast Asia	7.9	8.34	6.55
The Austral Realm	3.8	0.37	5.84
The Pacific Realm	3.0	0.13	.71

17th edition

Chapters	%	%	%
Introduction World Regional Geography: A Global Perspective	6.7	-	-
The North American Realm	7.4	4.72	14.54

The Middle American Realm	7.4	2.15	2.72
The South American Realm	7.8	5.44	13.03
The European Realm	10.2	8.13	4.32
The Russian/Central Asian Realm	7.8	2.15	13.03
<i>North Africa and Southwest Asia</i>	9.4	8.37	14.09
The Sub-Saharan African Realm	9.8	15.66	17.22
The South Asian Realm	8.9	22.34	3.27
The East Asian Realm	8.9	21.57	8.58
The Southeast Asian Realm	7.8	8.34	6.55
The Austral Realm	3.9	0.37	5.84
The Pacific Realm and Polar Futures	4.1	0.13	0.71

Appendix F: Inter-Coder Results

Expert Name: Farhang Rouhani

Association: University of Mary Washington

Textbook Title: Geography: Realms, Regions, and Concepts

How is The West mentioned within the realm/region?

Excerpt #	Agree	Disagree	Comments (if disagree - why?)
1		x	western=developed
2		x	Western resource dependence
3	x		
4	x		
5	x		
6		x	Doesn't say whether being Westernized is good or bad for Tunisia
7		x	west=decline of Europe

8	x		
9	x		
10		x	West is trying to limit nuclear proliferation
11	x		
12	x		
13		x	West as victims of ISIS
14	x		
15		x	Draw in assumes no imperial interests

Same question - including United States in "Western"

Excerpt #	Agree	Disagree	Comments (if disagree - why?)
16		x	Based on quantity and quality of oil reserves
17	x		
18		x	Benefits of US investment
19	x		
20	x		

21		x	The last part of the sentence on responsibility for their own social ills
22	x		
23		x	I don't see a value statement here

Same question - including British in "Western"

24		x	Does not address British Imperialism
25	x		
26	x		
27	x		
28		x	Support the aspirations
29	x		
30	x		

Is there discussion on problematic borders between various countries of the region created by colonialism? If so, how are they described?

Excerpt #	Agree	Disagree	Comments (if disagree - why?)
31		x	No value judgment
32	x		

33	x		
34	x		
35		x	Value free observation
36		x	Asserts cultural accuracy of state boundary
37	x		
38	x		
39	x		
40	x		
41	x		
42	x		
43	x		
44	x		
45	x		

How is Iran portrayed chapter in the North Africa/Southwest Asia realm?

Excerpt #	Agree	Disagree	Comments (if disagree - why?)

46	x		
47	x		
48	x		
49	x		
50	x*		Coder said neutral or slightly positive mostly factual, but also long-standing, established
51		x	I don't see this as positive or negative for Iran
52	x		
53		x	I don't see this in itself as negative or positive
54		x	Iran was a victim of war, not perpetrator
55	x		
56	x		
57	x*		Said both negative and positive
58		x	No value judgment
59	x*		Said both negative or positive depending on how the reader feels about militancy and challenging the status quo

60	x*		Said both positive or negative - Iran is powerful, but also implies Iran is a threat.
----	----	--	---

Expert Name: Aberra Tesfay

Association: St. Norbert College

Textbook Title: Geography: Realms, Regions, and Concepts

How is The West mentioned within the realm/region?

Excerpt #	Agree	Disagree	Comments (if disagree - why?)
1	x		
2		x	Importer vs exporter of oil (Western vs Middle East/Gulf States)
3	x		
4	x		
5		x	Orientalist stereotype of oil producing countries

6	x		
7		x	Western vs Arab
8	x		
9		x	Algerian are defined in relation to their colonial power, France
10	x		
11	x		
12		x	Modern = Western
13		x	ISIS attacks on countries of Western Europe are fact
14	x		
15	x		

Same question - including United States in "Western"

Excerpt #	Agree	Disagree	Comments (if disagree - why?)
16		x	The Gulf = source of oil
17	x		
18	x		
19		x	Religious and nationalist movement = Nation of Islam
20		x	Saudi identified stereotypically as producer and exporter of oil

21	x		
22	x		
23		x	External interference

Same question - including British in "Western"

24	x		
25	x		
26	x		
27		x	Colonial power and relations
28	x		
29		x	Colonial power and relations
30		x	Colonial power and relations

Is there discussion on problematic borders between various countries of the region created by colonialism? If so, how are they described?

Excerpt #	Agree	Disagree	Comments (if disagree - why?)
31	x		
32		x	Geographic features

33		x	Colonial influence/understanding of boundaries
34		x	External interference
35		x	Colonial influence
36		x	Colonial division
37	x		
38	x		
39		x	Region vs realm
40		x	Colonial influence
41	x		
42	x		
43	x		
44	x		
45	x		

How is Iran portrayed chapter in the North Africa/Southwest Asia realm?

Excerpt #	Agree	Disagree	Comments (if disagree - why?)
46		x	Iran = Europe

47		x	Mesopotamia (Iran) vs its neighbors
48		x	Iran vs Europe, and external interference
49		x	A historical description
50		x	Iran as producer and exporter of oil
51	x		
52	x		
53		x	Oil producing countries vs developed world
54	x		
55	x		
56	x		
57	x		
58		x	Kurds geographic location
59	x		
60		x	Description of Iran's role within the region

Appendix G: Inter-Coder Reliability: Researcher-Participant Coding Sheet for Cohen's

Kappa Statistic

Expert Name: _____

Association: _____

Textbook Title: Geography: Realms, Regions and Concepts

How is The West mentioned within the realm/region?

#	Excerpt	Edition	Coding	Rationale
1	In effect, then, Israel is a Western-type, developed country in the Middle East.	1,2,5,7		
2	Other countries, especially those of Western Europe, need increasing quantities of oil	1		

3	The name, of course, reflects its source: the "Western" world, which saw a "Middle" East in Egypt, Arabia, and Iran, and a "Far" East in China and Japan and adjacent Areas.	2,5,7,9, 12,17		
4	Muslims feared most: the penetration of the vulgarities of Western ways.	7, 9,12,17		
5	The Libyan regime has used its oil revenues not only to foster modernization (while excluding Western influences) but also to gain a measure of external political influence in the realm and beyond, far in excess of its modest demographic dimensions.	7		
6	The countries of the Maghreb (sometimes spelled Maghreb) are Morocco, last of the North African kingdoms; Algeria, a secular republic beset by the religious-political problems we noted earlier; and Tunisia, smallest and most Westernized of the three (Fig. 7-11).	7, 9,12,17		
7	While the Western European remnants of the Roman Empire languished, Arab energies soared.	9,12		
8	Much is written these days about the incompatibility between democracy and Islam, but American and	12		

	Western support has helped keep undemocratic regimes in power all over this realm, from Iran to Saudi Arabia.			
9	There are now several times as many Algerian immigrants in France than there were French colonists in Algeria at the height of the colonial period, which accounts for France's prominence on the Muslim population map of Western Europe	12		
10	Iran's goals have been quite different as that country has defied Western efforts to constrain its nuclear ambitions- through a recent agreement may alter that direction.	17		
11	But Iran has also suffered for decades from the effects of Western economic sanctions because of its efforts to acquire nuclear capabilities.	17		
12	And yet, young urban Iranians can be surprisingly modern (and Western) in their outlook; there is a palpable yearning among them for openness, democratization, and economic progress.	17		
13	In 2015 and through mid-2016, ISIS also claimed responsibility for attacks outside of the realm, most	17		

	notably in the western European countries of France and Belgium (see Chapter 4).			
14	Europe was the greatest beneficiary of these legacies of Mesopotamia and ancient Egypt, whose achievements constituted the foundations of Western civilization.	2,5,7,9,12,17		
15	External powers, including the United States, are repeatedly drawn into regional conflicts.	17		

Same question - including United States in “Western”

#	Excerpt	Edition	Code	Rationale
16	The Persian Gulf reserves, moreover, are reputed to be the greatest in the world, far exceeding those of the United States and Venezuela-Colombia.	1		
17	In addition, the area is a power vacuum, subject to Soviet and United States moves and pressure.	1,2		
18	But Israel has been transformed by the energies of its settlers and, importantly, by heavy investments and contributions made by Jews and Jewish organizations elsewhere in the world, especially the United States.	1,2,7,9		

19	In the United States it is emerging in the religious and nationalist movement commonly called the Black Muslims but officially known as the Nation of Islam.	2,5,7		
20	Two countries that rival Saudi Arabia as producers, the United States and Russia, consume most of their output and do not export much oil.	7,9		
21	Travel from the Tehran airport to the center of the city, and you will see huge billboards proclaiming the United States to be the "Great Satan"; talk to ordinary people in Saudi Arabia or Egypt, and they grumble about the restrictive policies of their governments.	12		
22	It is flanked on two sides by countries under the control of the "Great Satan," the United States.	12		
23	The Gulf States, overall, maintain cooperative relations with the United States.	17		

Same question - including British in "Western"

#	Excerpt	Edition	Code	Rationale
24	Britain administered Palestine, had responsibilities in Transjordan and Iraq (Israel and Jordan are the two states presently in area); the British also had a hand in	1		

	the government of Egypt and shared with Egypt the administration of what used to be known as the "Anglo-Egyptian Sudan."			
25	The opening of the Suez Canal brought European influence that much closer, and a quarrel with the British led to an invasion.	1		
26	This has been a British sphere of influence, but independence has not been easy to achieve.	1		
27	In 1946, the British granted independence to the territory lying east of the Jordan River, and "Transjordan" (now the state of Jordan) came into being.	1,2,5,7,9,12,17		
28	Britain gained control over the mandate of Palestine, and it was British policy to support the aspirations of European Jews for a homeland in the Middle East.	1,2,5,7,9		
29	Formerly known as British-administered "Trucial Oman" and "The Seven Sheikdoms," this country today is a union of seven emirates on the Persian Gulf coast of the Arabian Peninsula: Abu Dhabi, Dubai, Ajman, Sharjah, Umm al-Qaiwain, Ras al-Khaimah, and Fujairah.	2,5		

30	As the colonialists delimited it, Afghanistan adjoined the domains of the Turkmen, Uzbeks, and Tajiks to the north, Persia (now Iran) to the west, and the western flank of British India (now Pakistan) to the east.	9		
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How are boundaries referenced within the chapter on North Africa/Southwest Asia?

#	Excerpt	Edition	Code	Rationale
31	Most Middle Eastern states share such boundaries with their neighbors, and some of them, notably Egypt, are to a large extent enclosed by straight lines.	1		
32	In the Sahara Desert, there was ample justification for their use, since the barren terrain through which the geometric boundaries lie is virtually unpopulated.	1,2,5		
33	In the morphological classification of boundaries, then, geographers simply consider whether the boundary lies along a prominent physical feature, whether it conforms to any distinct cultural breaks in the landscape, whether it does neither, or is geometric.	1		
34	Most of the boundaries on the map of the Middle East today (Fig. 6-4) were established after the last of the great Islamic empires collapsed	2,5		

35	Still another group of boundaries marks changes in the cultural landscape.	2		
36	The boundary between Arab Iraq and Persian Iran can be seen on language maps as well as political maps.	2		
37	Of these five, three lie along Israel's northern and eastern boundary: Lebanon, Syria, and Jordan.	2,5		
38	States have capitals, core areas, administrative divisions, and boundaries.	7		
39	We have crossed a regional boundary, but we have not left the realm.	7,9		
40	Certain boundaries are actually placed on the ground as fences, walls, or other artificial barriers: this represents the demarcation of the boundary.	7		
41	The boundaries on the map do not conform to cultural divisions here.	9		
42	Boundaries separate people of similar ethnic background and unite groups that have little in common.	9		

43	The boundaries of the North Africa/Southwest Asia realm consist of volatile transition zones in several places in Africa and Asia.	12,17		
44	Regarding the fourth, the small state of Eritrea (about the size of Ohio), suffice it to say that it came into existence in 1993 when it separated from Ethiopia, with whom it still engages in boundary disputes and clashes that have damaged the economies of both countries.	17		
45	Later, when the colonies had become independent states, such boundaries led to quarrels, even armed conflicts, among neighboring Muslim states.	9,12,17		

How is Iran portrayed in the chapter on North Africa/Southwest Asia?

#	Excerpt	Edition	Code	Rationale
46	In Iran, the Iranian language belongs to the Indo-European family.	1,2,5,7		
47	To the northeast the land drops off from the Kopet Mountains into the low-lying Turkmen S.S.R.; to the northwest lie the river lowlands of the Azerbaydzhan S.S.R.; and to the southwest Iran has but a small share of the Mesopotamian lowland.	1		

48	A large dam in Khuzistan and a Soviet-subsidized steel plant at Ishfahan reflect coming of a new day in Iran.	1		
49	In ancient times Persepolis in southern Iran was the focus for a powerful kingdom.	2		
50	Iran's national economy is based on the sale of its oil on overseas markets; unlike some other countries in this realm, Iran has been selling oil for 70 years.	2,5		
51	The name, of course, reflects its source: the "Western" world, which saw a "Middle" East in Egypt, Arabia, and Iran, and a "Far" East in China and Japan and adjacent areas.	2		
52	The wealth generated by petroleum could not transform Iran in ways that might have staved off the revolution.	5,7		
53	Thus the oil production of such countries as Saudi Arabia (largest in the realm), Iran, Kuwait, the United Arab Emirates, and Libya is of great importance to the rest of the world, notably the energy-demanding developed world.	7		
54	To the east lies Iran, target of a decade of destructive war during the 1980s.	7,9		
55	When it was over, Iran was left poorer, weaker,	7,9		

	and aimless, its revolution spent on unproductive pursuits.			
56	Iran's claim of several small islands near the Strait that are owned by the UAE is a potential source of dispute.	9		
57	Much is written these days about the incompatibility between democracy and Islam, but American and Western support has helped keep undemocratic regimes in power all over this realm, from Iran to Saudi Arabia.	12		
58	Iraq's 4 million Kurds, we should note, are part of a greater Kurdish nation that extends into Turkey, Iran, and other neighboring countries (see box titled "A Future Kurdistan?").	12,17		
59	Some revivalists fired the faith with a new militancy, aggressively challenging the status quo from Iran to Algeria.	17		
60	Iran is a crucial player in the geopolitics of Southwest Asia	17		

Appendix H: Cohen's Kappa Formulas and Inter-Coder Reliability

Rater 1 and Rater 2.

$$K = P - P_e - P_e$$

40 agreements 20 disagreements

$$40 + 20 = 60/60 \quad 40/60 = .667$$

$$P = \frac{(AA + DD)}{\text{Total}} = \frac{40 + 0}{60} = \frac{40}{60} = .667$$

$$\frac{(60/60) + [(0 \times 20)/60]}{\text{Total } 60} = \frac{1 + 0}{60} = .0167$$

$$\frac{.667 - .0167}{1 - .0167} = \frac{.6503}{.9833} = .661$$

k= .661 substantial agreement between Rater 1 and Rater 2

Cohen's Table for Inter-Coder Reliability

0	equivalent equal to chance
.1-.2	slight agreement
.21-.40	fair agreement
.41-.60	moderate agreement
.61-.80	substantial agreement
.81-.99	near perfect
1	Perfect agreement

Rater 1 and Rater 3

37 Agreements and 23 disagreements

$$37=23=60/60 \quad 37/60=.617$$

$$P = \frac{(AA + DD)}{\text{Total}} = \frac{37 + 0}{60} = \frac{37}{60} = .617$$

$$\frac{(60/60) + [(0 \times 23)/60]}{\text{Total } 60} = \frac{1 + 0}{60} = \frac{1}{60} = .0167$$

$$1 - .0167 = .9833$$

$$\frac{.617 - .0167}{1 - .0167} = \frac{.6003}{.9833} = .6104$$

k= .6104 substantial agreement between Rater 1 and Rater 3

Appendix I Inter-Coder Curriculum Vitae

CURRICULUM VITAE

Farhang Rouhani

Department of Geography University of Mary Washington

1301 College Avenue Fredericksburg, VA 22401

Phone: (540) 654-1897 Fax: (540) 654-1074

E-mail: frouhani@umw.edu

EDUCATION

1997-2001 Ph.D. Department of Geography, University of Arizona. □Dissertation:

Transnationalization and State Formation from Below: The Politics of Media Consumption in Tehran 1994-1997

M.A. Department of Geography, University of Arizona. □Thesis: *The Geography of the Public*

Sphere: Civilian Politics and Urban Transformation in Turn-of-the-Century Tehran 1989-1993

B. A. Departments of Geography & English Literature (double major), University of California, Berkeley.

ACADEMIC APPOINTMENTS

2015- Full Professor, Department of Geography, University of Mary Washington. 2007-2015

Associate Professor, Department of Geography, University of Mary Washington.

2001-2007 Assistant Professor, Department of Geography, Mary Washington College.

1997-2001 Graduate Student Instructor, Department of Geography, University of Arizona.

1994-1997 Graduate Teaching Assistant, Department of Geography, University of Arizona.

COURSES TAUGHT

FSEM 100A5: Politics, Culture, and the Global Media

IDIS 205: Perspectives in Sexualities (team-taught)

GEOG 102: Introduction to Human Geography

GEOG 299: Geographic Research Methods

GEOG 304: Geography of the Middle East □

GEOG 332: Migration Politics in a Globalizing World □

GEOG 338: Geopolitics □

GEOG 339: Geography and Development □

GEOG 360: Study Abroad: Australia and New Zealand (with Donald Rallis) □

GEOG 363: Qualitative Methods in Geography □

GEOG 410: Islam and the West □ GEOG 490: Geography and Social Justice, Politics of Public Space, Globalization (senior seminars)

GEOG 491: Anarchist Social Theory, Anarchism and Geography, Anarchism and Queer Theory, Rights to the City (organized group reading and research classes)

PUBLICATIONS

Rouhani, F. 2017. Creating Transformative Anarchist-Geographic Learning Spaces. In *Out of the Ruins: The Emergence of New Radical Informal Learning Spaces*, edited by Robert Haworth and John Elmore. Oakland: PM Press.

Rouhani, F. 2016. Queer Political Geographies of Migration and Diaspora. In *The Routledge Research Companion to Geographies of Sex and Sexualities*, edited by Gavin Brown and Kath Browne. Abingdon: Routledge.

Rouhani, F. 2015. Queering the “Iranian” and the “Diaspora” of the Iranian Diaspora. In *Gender and Sexuality in Muslim Cultures*, edited by Gul Ozyegin. Burlington: Ashgate.

Rouhani, F. 2013. Lessons from Queertopia. In *Queering Anarchism*, edited by Deric Shannon and others. Oakland: AK Press, 77-86.

- Rouhani, F. 2013. Practice What You Teach: Facilitating Anarchism in and out of the Classroom. *Antipode* 44(5): 1726-1741.
- Rouhani, F. 2012. Anarchism, Geography, and Queer Space-Making: Building Bridges over Chasms We Create. *ACME* 11(3): 373-392.
- Rouhani, F. 2012. Book Review Forum for *Queer Twin Cities*. *Social and Cultural Geography* 13(8): 985- 87.
- Rouhani, F. 2011. Book Review Forum for Ladelle McWhorter's *Racism and Sexual Oppression in America*: Introduction. *Social and Cultural Geography* 12(3): 319-329.
- Rouhani, F. 2008. Home Spaces in Tehran. In *Cities of the World*, edited by S. Brunn, M. Hays-Mitchell, and D. Ziegler. Lanham, Maryland: Rowan and Littlefield, 2008, 319.
- Rouhani, F. 2007. Religion, Identity and Activism: Queer Muslim Diasporic Identities. In *Geographies of Sexualities*, edited by Browne, Lim, and Brown. Aldershot, Hampshire, UK: Ashgate, 169-180.
- Rouhani, F. 2003. The Multiple Sites of Fieldwork: A Personal Reflection. *Iranian Studies* 37(4): 685- 693.
- Rouhani, F. 2003. "Islamic Yuppies"? State Rescaling, Citizenship, and Public Opinion Formation in Tehran, Iran. *Urban Geography* 24(2): 169-182.
- Marston, S. and Rouhani, F. 2001. Teaching and Learning the Lesson of Complexity. *Arab World Geographer* 4(2): 100-102.
- Rouhani, F. 2001. Riding the Waves of Globalization: New Media Technologies and Political

Transformation in Tehran. *Chanteh* 23: 48-51.

Rouhani, F. 2001. Privacy, Patriarchy, and Politics: Reading Home Spaces in Tehran. *You are Here, the Journal of Creative Geography*, Spring: 14-17.

Rouhani, F. 2000. The Spatial Politics of Leisure: Internet Use and Access in Tehran, Iran. New Media and Information Technologies in the Middle East working papers, Georgetown University, <http://nmit.wordpress.com/2008/09/06/the-spatial-politics-of-leisure-internet-use-and-access-in-tehran-iran>

BOOK REVIEWS

Rouhani, F. 2014. *Introducing Globalization: Ties, Tensions, and Uneven Integration*, by Matthew Sparke. *Antipode*.

Rouhani, F. 2012. *Queer Spiritual Spaces*, edited by Browne, Munt, and Yip. *Emotion, Space and Society*.

Rouhani, F. 2005. *Globalize Liberation*, edited by David Solnit. Richmond Indymedia, www.richmondindymedia.org.

Rouhani, F. 2002. *Frontier Fictions: Shaping the Iranian Nation, 1804-1946*, by Firouzeh Kashani-Sabet. *Journal of Historical Geography*.

Rouhani, F. 1999. *The Broken Crescent*, by Fereydoun Hoveyda. *Middle East Studies Bulletin*.

Rouhani, F. 1999. *Tehran: The Making of a Metropolis*, by Ali Madanipour. *Cities*.

CONFERENCE PRESENTATIONS

2017 Queer diasporas, prefiguration, and lived urban space, paper presentation, Association of American Geographers meeting, Boston.

2017 Author Meets Critics: *The Anarchist Roots of Geography* by Simon Springer, panel session, Association of American Geographers meeting, Boston.

2016 Desire, Intimacy, and Diasporic Queer Politics, paper presentation, Association of American Geographers meeting, San Francisco. □

2015 Author Meets Critics: *There Goes the Gayborhood* by Amin Ghaziani, panel session, Association of American Geographers meeting, Chicago.

2014 There's No Place like Diaspora: Resisting Authenticity and Embracing Possibility within the Queer Iranian Diaspora, paper presentation, Association of American Geographers meeting, Tampa.

2013 Practice What You Teach: Critical Pedagogies, Critical theory, and the Politics of Teaching Politics, session organizer and panel participant, Association of American Geographers meeting, Los Angeles.

2011 A Revolution in 140 Characters of Fewer? The Public/Private Politics of Social Networking in Iran, paper presentation, Association of American Geographers Meeting, Seattle.

Author Meets Critics: Queer Twin Cities, panel participant, Sexuality and Space/Political Geography Pre- Conference to the Association of American Geographers Meeting, Seattle.

2010 Author Meets Critics: Ladelle McWhorter, Racism and Sexual Oppression in Anglo-America, Co- organizer, Association of American Geographers, Washington, DC.

Complicating Queertopias: The Story of the Richmond Queer Space Project, paper presentation, Association of American Geographers, Washington, DC. □

2009 Queer Anarchism in Action: The Rise and Demise of the Richmond Queer Space Project, paper presentation, Association of American Geographers, Las Vegas.

2008 Radical Teaching and Critical Geographies, panel participant, Association of American Geographers, Boston.

2007 Geographies of Sexualities: Politics, panel participant, Association of American Geographers meeting, San Francisco.

2006 Liminal Masculinities: Displacements and Emplacements among Transnational Queer Muslims, paper presentation, Association of American Geographers, Chicago.

2005 Geographies of the Middle East and Arab World Part 1: Innovative Pedagogies for a Dynamic Region, panel participant, Association of American Geographers meeting, Denver.

Spaces of Longing, Places of Belonging: Queer Muslims in the US, paper presentation, Association of American Geographers meeting, Denver.

2004 Geographies of Muslim Identities, panel participant, Association of American Geographers meeting, Philadelphia.

2003 Media Technologies and the Capital: The Modern Formation and Transformation

of □ Tehran, Iran, paper presentation, Association of American Geographers Meeting, New Orleans.

2002 Privacy, Publicity, and Politics: Debates over New Media Technologies in Tehran, Iran, □ Paper presentation, Southeast Regional Middle East Studies Society, Valle Crucis, NC.

“Islamic Yuppies”? Iranian State Transformation and the Social Construction of a New □ Cosmopolitan Citizenship,” paper presentation, Biennial Conference on Iranian Studies, Bethesda.

The Home as a Site of State Formation: Privacy and Politics in Tehran, Iran, paper presentation, Association of American Geographers Meeting, Los Angeles.

2001 Public Opinion Polls and the Formation of New Citizenship Identities in the Islamic Republic, paper presentation, Association of American Geographers Meeting, New York City.

2000 Spatial Politics of Internet Use, Control, and Access in Tehran, paper presentation, Conference on Internet Technology Diffusion in the Middle East, Tucson. Global Media Technologies and the Emergence of Tehran as a World City From Below, Paper presentation, Association of American Geographers Meeting, Pittsburgh. □

1999 Transnationalization and State Formation From Below: The Politics of Media Consumption in Tehran, paper presentation, Department of Geography, University of Arizona, Colloquium, Tucson.

1998 State Formation, Public/Private Dichotomies, and the Politics of Everyday Life in Tehran,
paper presentation, Middle East Studies Association Annual Meeting, Chicago.

SERVICE, MARY WASHINGTON

2015-16 Chair, General Education Committee□

2014-present Member, General Education Committee□

2015 Hiring Committee Member, VP for student affairs□

2014-15 External Member, Hiring Committee, Journalism□

2011-present Director, Middle East Studies Minor Program□

2014 Chair, Hiring Committee, Geography Department□

2013-14 Member, Tenure and Promotion Committee, College of Arts and Sciences

2013-14 External Member, Hiring Committee, Department of Theatre and Dance

2013-14 Faculty Advisor, Model UN Club□

2012-13 Member, Diversity and Inclusion Climate Study Committee□

2009-11 Assessment Coordinator, Geography Department□

2009-10 Member, Faculty Handbook Committee

2006-8 Member, Curriculum Committee□

2003-6, 2008-9, □2014-15 Geography Department Representative Faculty Senate

2003-13 Faculty Advisor, Anarchist Social Theory Club □

2005-7 Faculty Advisor, Middle East Club, faculty advisor

2005-2010 Faculty Advisor, Latin Dance Club □

2007-2012 Faculty Advisor, Persian Club □

2007-2012 Faculty Advisor, Students for a Democratic Society

2004 Faculty Advisor, Feminist Majority Foundation Club

2003-4 Chair, Race and Gender Curriculum Committee □

2002-5 Member, Race and Gender Curriculum Committee

MEMBERSHIPS

Association of American Geographers (AAG)

AAG Specialty Groups: Sexuality and Space (Co-chair 2009-2011, Secretary 2006-2009, Paper Judge 2014)

Political, Middle East □

Middle East Studies

Association □ Society for Iranian Studies

Southeast Regional Middle East and Islamic Studies Society

CURRICULUM VITAE

Aberra Tesfay

aberra.tesfay@gmail.com

Education Ph. D. Political Science

Boston University Graduate School of Arts and Sciences, May, 2015 / Boston, MA

Dissertation: “The Extent and Impacts of Decentralization Reforms in Ethiopia”

Committee: Profs. Timothy Longman (chair), Edouard Bustin, and James McCann

Graduate Scholarship Award (2013 – 2015)

Graduate Certificate in African Studies

Frederick S. Pardee School of Global Studies, May, 2015 / Boston, MA

M.A. Political Science Boston College Graduate School of Arts and Sciences, December, 2005 /

Boston, MA

Area of Concentration: International Politics

M.A. Theology Catholic Theological Union at Chicago, June, 1998 / Chicago, IL

Thesis: “The Nature of Theology in the Ethiopian Church: An Illustration from the Christological Controversy of the 5th Century”

Director: Prof. Robert Schreiter Area of Concentration: Systematic Theology

M. Div. Theology Catholic Theological Union at Chicago, June, 1994 / Chicago, IL

Area of Concentration: Systematic Theology

Diploma, B. A. Equivalent, Philosophy Capuchin Franciscan

Institute of Philosophy and Theology, June, 1988 /Addis Ababa, Ethiopia

Experience

St. Norbert College (2017 – Present) / De Pere, WI Department of Political Science, Visiting

Assistant Professor of Political Science

- Theological Foundations; International Relations; International Political Economy (Fall 2018 & Spring 2019)
- Introduction to International Studies; International Relations; African politics (Fall 2017 & Spring 2018)

Boston University (2011 – 2017) / Boston, MA Frederick S. Pardee School of Global Studies,

Lecturer Department of Political Science, Adjunct Faculty

- African Politics Today (Spring 2017)
- Government and Politics of Contemporary Africa; Africa in International Relations (Fall 2015)

- Africa in International Politics (Spring 2014)
- Introduction to Comparative Politics (Summer 2011)

Boston College (2011 – 2017) / Boston, MA Department of African and African Diaspora Studies, Adjunct Faculty

- Intro to Sub-Saharan African Politics; Africa in International Politics (Spring 2017)
- Sub-Saharan Africa: Issues and Problems, Africa and the World (Spring & Fall 2013)
- Sub-Saharan Africa: Issues and Problems (Fall 2012)
- Africa and the World; Sub-Saharan Africa: Issues and Problems (Fall 2011)

North Shore Community College (2008 – 2013) / Danvers, MA Department of Liberal Studies, Adjunct Faculty, World Religions Department of Liberal Studies, Adjunct Faculty, Philosophy

- World Religions (Spring & Fall 2013)
- World Religions: Introduction to Philosophy (Summer & Fall 2012)
- Introduction to Philosophy (Spring & Summer 2010)
- World Religions; Introduction to Philosophy (Spring, Summer & Fall 2009)
- Introduction to Ethics (Fall 2008)

Publications in Progress

Book: Decentralization Reforms and Ethnic Federalism in Ethiopia (June 2020)

Book Review: Guardians of the Tradition: Historians and Historical Writing in Ethiopia and Eritrea by James De Lorenzi. International Journal of African Historical Studies, Boston University (December 2019)

Article: “The Challenges of Ethnic Federalism in Ethiopia in the Light of Current Developments” (May 2019)

Related Involvement

Country Expert The Global Leadership Project funded by the Clinton Global Initiative, Boston University, Boston, MA (2011)

The Global Leadership Project funded by the World Bank, University of Texas, TX (2018)

Public Lecture “No Education Left Behind: Decentralization Reforms and Local Government in Ethiopia,” Boston College Works In Progress Lecture Series, Chestnut Hill, MA (2011)

Lecturer “Decentralization Reforms in Africa: Nature, Extent and Impacts,” The Horn Institute of Governance and Development (HIGAD), Ethiopian Civil Service University, Addis Ababa, ETH (2016)

Public Lecture “Africa in International Politics: Challenges and Prospects,” Door County Lecture Series, Fish Creek, WI (2018)

Proficiency

Languages English, Amharic, Tigrinya (Native Proficiency), French (Limited Proficiency)

References

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- Curriculum: A Case Study of a High School in Minnesota*, ProQuest Dissertations and Theses.
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Linguistics 34(3), 255-278.

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- may lie in economic theory. *Social Education* 6: 97–101.
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- Southworth, E. (2015). *Forgotten Feminine Foundations: Content analysis of secondary world history textbooks' inclusion of female agency in the rise of Judaism, Christianity, and Islam* (Doctoral dissertation). Retrieved from <http://dc.uwm.edu/etd/929>.
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- Su, Y. (2007). Ideological representations of Taiwan's history: An analysis of elementary social studies textbooks, 1978-1995. *Curriculum Inquiry*, 37(3), 205-237.
- Sziarto, S., McCarthy, L. & Padilla, N. (2014). Teaching critical thinking in world regional geography through stakeholder debate. *The Journal of Geography in Higher Education* 38(4) 557-570.

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- Vidal de la Blache, P. & Martonne, E. (1926). *Principles of human geography*. New York: Holt.
- Wade, R. (1993). Content analysis of social studies textbooks: A review of ten years of research. *Theory and Research in Social Education*, 21(3), 232–256.
- Wiseman, A. (2014). Representations of Islam and Arab societies in western secondary textbooks. *Digest of Middle East Studies* 23(2), 312-344.
- Witschonke, C. (2013). A curtain of ignorance: An analysis of Holocaust portrayal in textbooks from 1943 through 1959. *The Social Studies*. 104:146-154.
- Yiting, C. (2018). Visualizing minority: Images of ethnic minority groups in Chinese elementary social studies textbooks, *The Journal of Social Studies Research*, 42(2018), 135–147.
- Young, A. (2004). Experiences in ethnographic interviewing about race: The inside and outside of it. In Bulmer, M. & Solomos, J. (Eds.) *Researching race and racism* (187-202). New York, NY: Routledge.
- Zagumny & Richey. (2012). Orientalism(s), world regional geography textbooks, and temporal paradox: Questioning representations of Southwest Asia and North Africa. *International Journal of Qualitative Studies in Education*, 26(10), 1330-

1348.

CURRICULUM VITAE

Parisa A. Meymand

Place of birth: Dallas, Texas

Education

University of Wisconsin-Milwaukee – ABD Ph.D. Candidate in Urban Education 2018-present

Concentration: Curriculum & Instruction

University of Wisconsin-Milwaukee – Ph.D. Student in Urban Education 2015-2018

Concentration: Curriculum & Instruction

Columbus University, Picayune, MS: MA – Education 2007

North Central College, Naperville, IL: BA – History, Minor - Secondary Education 2002

Dissertation Title: Beyond “Through the Looking Glass” Borders: A Content Analysis of North

Africa/Southwest Asia in College-Level World Regional Textbooks

Experience

Adjunct Instructor of Education (University of Wisconsin-Milwaukee)	2019-present
Adjunct Instructor of Geography (St. Norbert College, De Pere, WI)	2014-present
Wisconsin Geographic Alliance Programs Director	2014-present
Social Studies Teacher (Westosha Central High School, Salem, WI)	2002-2018
Adjunct Instructor Geography (University of Wisconsin-Parkside)	2013
Adjunct Instructor of Education (University of Wisconsin-Parkside)	2011

Awards/Honors

UW-Milwaukee Graduate Student Excellence Fellowship Award	2018-present
UW-Milwaukee School of Education Nominee for Distinguished Fellowship Competition	2018
Powerful Geography Travel Grant to Costa Rica – Texas State University	2018
St. Norbert College DigPINS grant recipient	2018
St. Norbert College Professional Development Grant	2018
St. Norbert College Guided Learning Pathways Stipend Recipient	2018
UW-Milwaukee School of Education Scholarship	2015, 2016, 2017, 2018
UW-Milwaukee Graduate Student Travel Grant Award	2015, 2017
Chancellor's Graduate Student Award/Urban Education/Curriculum & Instruction	2016-2017
American Geographical Society Teacher Fellow	2016
Wisconsin Council for the Social Studies High School Teacher of the Year Award	2013
National Council for Geographic Education Distinguished Teaching Achievement Award	2013

Publications

Refereed Works

Meymand, P. (2018). Meeting the needs of Muslim learners in U.S. classrooms. *Thresholds in*

Education, 41(2), 118-127.

Meymand, P. (2018). Meeting the needs of Muslim learners in an Islamophobic era. In Jones, S. & Sheffield, E. (Eds.), *Academy book series* (pg. 39-54). Gorham, ME: Myers Education Press.

Gray, P., Sherwin, G., & Meymand, P. (2015). *AP study guide to accompany human geography: People, place, and culture*. Hoboken, NJ: Wiley.

Meymand, P. (2015). "Clicker Questions, Practice Questions, Test Bank Questions, and Essay Responses" to Accompany *Human geography: People, place and culture*. Hoboken, NJ: Wiley.

Non-Refereed Works

Meymand, P. (2019). My journey with #digPINS.

<https://snc.digpins.org/implementation-report/my-journey-with-digpins/>

Meymand, P. (2018) But I thought geography was just about maps?!

<https://snc.digpins.org/uncategorized/but-i-thought-geography-was-just-about-maps/>

Meymand, P. (2015). Culture exchange. *Westosha Community Report*, p. 8.

Meymand, P. (2014). Reading big in Cincy! *Westosha Community Report*, p. 6.

Meymand, P. (2014). AP human geography available at the 9th grade. *Westosha Community Report*, p. 2.

Meymand, P. (2013). Social studies teacher honored at national conference. *Westosha Community Report*, p. 3.

Meymand, P. (2012). Geo-Fest. *Westosha Community Report*, p. 8.

Meymand, P. (2012). CHS teacher helps produce guide for Wiley publishing. *Westosha Community Report*, p. 8.

Meymand, P. (2012). Scoring exams - an honor for CHS AP human geography instructor.
Westosha Community Report, p. 3.

Presentations

International Conference Presentations – Refereed

Meymand, P. (2018). *Representations of southwest Asia(ns) in world regional geography textbooks*, presented at the International Geographical Union/NCGE Conference in Quebec City, Canada.

National Conferences Presentations - Refereed

Meymand, P, & Hawkins, J. (2017). *Iran, I ran so far away: Changing attitudes, creating empathy*. Workshop presented at the National Council for the Social Studies Conference, San Francisco, CA.

Meymand, P & Bockenbauer, M. (2017). *Mapping HBCU's and toponym challenges*. Workshop presented at the National Council for Geographic Education, Albuquerque, NM

Meymand, P. (2015). *iPads and Paper: Using digital and hard copy maps*. Workshop presented at the National Council for the Social Studies Conference, New Orleans, LA

Meymand, P. (2015). & Sherwin, G. *Map it out - U.S. issues!* Workshop presented at National Council for Geographic Education Conference, Washington, DC

Meymand, P. (2015). *Incorporating technology and social media into human geography*. Webinar presented for National Council for Geographic Education APHG Series.

Meymand, P. & Sherwin, G. (2014). *Map it out - U.S. political geo!* Workshop presented at the National Council for the Social Studies Conference, Boston, MA

Gray, P., Sherwin, G., Meymand, P. (2012). *YIMBY (Yes in my backyard!): Teaching AP human geography global themes using local examples*. Workshop presented at National Council

for Geographic Education Conference, San Marcos, TX

State Conference Presentations - Refereed

Meymand, P. & Bockenbauer, M. (2019). *Sanborn maps in the 6-12 classroom: Connecting geographic inquiry and CRP*. Workshop presented at the Inquiry in the Upper Midwest Workshop, De Pere, WI.

Meymand, P. & Bockenbauer, M. (2019). *Birdseye maps in the K-5 classroom: Connecting geographic inquiry and CRP*. Workshop presented at the Inquiry in the Upper Midwest Workshop, De Pere, WI.

Meymand, P. (2016). *The Library of Congress for badgers: Maps and images as primary documents for Wisconsin educators*. Workshop presented at the Wisconsin Council for the Social Studies Conference, Madison, WI

Meymand, P. (2015). *The digital age classroom*. Workshop presented at the Wisconsin Council for the Social Studies Conference, at the Wisconsin Council for the Social Studies Conference, Madison, WI

Meymand, P. (2014). *Map it out*. Workshop presented at the Wisconsin Council for the Social Studies Annual Conference, Madison, WI

Meymand, P. (2014). *The urban game*. Workshop presented at WIGA Traveling Geography Show, New Berlin, WI

Meymand, P. (2014). *Map it out-Europe's political geographic challenges.* Workshop presented at WIGA Traveling Geography Show, New Berlin, WI

Meymand, P. (2014). *AP human geography meet and greet/ Q&A*. Workshop presented at Geo-Fest, De Pere, WI

Meymand, P. (2013). *Localizing AP human geography*. Workshop presented at the Wisconsin

Council for the Social Studies Annual Conference, Madison, WI

Meymand, P. (2012). *Exploring AP human geography*. Workshop presented at the Wisconsin

Council for the Social Studies Annual Conference, Madison, WI

Meymand, P. (2012). *Incorporating Google maps into your teaching*. Workshop presented at

Geo-Fest, De Pere, WI

Invited

Meymand, P. (2018). *Demographic speed dating with the US statistical atlas of 1890*, presented

for the Inquiry in the Upper Midwest Summer Institute, St. Paul, MN.

Meymand, P. (2017). *Name it, claim it! Finding identities in the cultural landscape*, presented

for the St. Norbert Distinguished Lecture Series at the Door Country Community

Auditorium, Door County, WI.

Presentations at Westosha Central High School

Meymand, P. (2013). *Smartboard instruction*. Workshop presented to Westosha Faculty, Salem,

WI.

Meymand, P. (2013). *Moodle improvement*. Workshop presented to Westosha Faculty, Salem,

WI.

Meymand, P. (2012). *Smartboard instruction*. Workshop presented to Westosha Faculty, Salem,

WI.

Research and Development Grants

Minnesota Historical Society, Meymand, P., Bockenbauer, M., Wisconsin Historical Society,

Inquiry in the Midwest grant, Proposal to Library of Congress “Teaching with

2016-2019 Primary Sources” Funded: \$675,000

Bockenbauer, M. & Meymand, P. *Wisconsin Geographic Alliance program grant, 2017-18*

2017 Grant Proposal to National Geographic Education Foundation. Funded: \$85,376
 Bockenbauer, M. & Meymand, P. *Wisconsin Geographic Alliance program grant, 2016-17*

2016 Grant Proposal to National Geographic Education Foundation. Funded: \$82,920
 Meymand, P. & Bockenbauer, M. *The Library of Congress for badgers: Maps and images as 2016 primary documents For Wisconsin educators.* Grant Proposal to Library of Congress “Teaching with Primary Sources” Program. Funded: \$19,990.

Bockenbauer, M. & Meymand, P. *Wisconsin Geographic Alliance program grant, 2015-16*

2015 Grant Proposal to National Geographic Education Foundation. Funded: \$77,458
 Meymand, P. *World affairs seminar grant.* Grant Proposal to Kenosha Rotary Club.

2006, 2015 Funded: \$800 (2006) and \$1,300 (2015).

Professional Experience

Chapter outlines for AP Human Geography textbook.	2018
National Geographic/Cengage Learning.	
NAEP Geography Item Writer	2018-present
Human geography curriculum consultant for Wisconsin Rapids School District	2018-present
Institute & workshop presenter, Advisory Board Member,	2015- present
Inquiry in the Upper Midwest	
Question Writer, AP Human Geography Exam, Educational Testing Service	2010-present
Question Writer, AP Human Geography, iScore 5	2014-present
Lead Table Leader, AP Human Geography Exam Reading	2018-present
Institute Organizer and Presenter, Library of Congress & WIGA grant	2016
Consultant, Cengage Learning-Geography Perspective in US History Textbook	2016
Program Consultant, Wiley Publishing - AP Human Geography	2015

Table Leader, AP Human Geography Exam Reading	2012-2018
Reader, AP Human Geography Exam Reading	2009-2011

Academic Citizenship

National Council for the Social Studies Proposal Reviewer	2019
National Geographic Advisory Council, Wisconsin	2018-present
National History Day Judge, Wisconsin Historical Society	2018
Writing Team Member, Wisconsin State Social Studies Standards Revision	2017-2018
Lead Content Facilitator for the Geography Strand, Social Studies Standards Revision	2017-2018
Wisconsin Geography Bee Judge, National Geographic	2017
National Council for the Social Studies House of Delegates Member	2015
Item/Content Reviewer for WI State Social Studies Forward Exam, Grade 10	2015, 2016
School Board Member, Salem School District	2015-2016
Member, Central High School Technology Committee	2010-2013

Undergraduate Courses Developed

Ethnic Geographies of the United States, St. Norbert College

Undergraduate Courses Taught

Cooperative Strategies for Pre and Early Adolescents, University of Wisconsin-Milwaukee

Social Geography, St Norbert College

Ethnic Geographies of the United States, St. Norbert College

American Ethnicity and Race, University of Wisconsin-Parkside

Supervising Student Teachers Course, University of Wisconsin-Parkside

Organizations

National Organizations

American Education Research Association	2016-present
National Council for the Social Studies Member	2013-present
National Council for Geographic Education (NCGE)	2011-present
NCGE Distinguished Award K-12 Award Task Force Committee Member	2011-2017

State Organizations

Wisconsin Geographic Alliance Member	2012-present
Wisconsin Council for the Social Studies Member	2012-present