

Seventeenth Edition

PHYSICAL Geology

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PHYSICAL GEOLOGY, SEVENTEENTH EDITION

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BRIEF CONTENTS

Chapter	1	Introducing Geology, the Essentials of Plate Tectonics, and Other Important Concepts 1	
Chapter	2	Atoms, Elements, and Minerals 25	
Chapter	3	Igneous Rocks, the Origin and Evolution of Magma, and Intrusive Activity	50
Chapter	4	Volcanism and Extrusive Rocks 77	
Chapter	5	Weathering and Soil 106	
Chapter	6	Sediment and Sedimentary Rocks 127	
Chapter	7	Metamorphism and Metamorphic Rocks 157	
Chapter	8	Time and Geology 178	
Chapter	9	Mass Wasting 203	
Chapter	10	Streams and Floods 229	
Chapter	11	Groundwater 261	
Chapter	12	Glaciers and Glaciation 286	
Chapter	13	Deserts and Wind Action 317	
Chapter	14	Waves, Beaches, and Coasts 339	
Chapter	15	Geologic Structures 360	
Chapter	16	Earthquakes 381	
Chapter	17	Earth's Interior and Geophysical Properties 411	
Chapter	18	The Sea Floor 434	
Chapter	19	Plate Tectonics—The Unifying Theory 455	
Chapter	20	Mountain Belts and the Continental Crust 487	
Chapter	21	Global Climate Change 509	
Chapter	22	Resources 533	
Chapter	23	The Earth's Companions 562	



۲

۲

۲

•

• •

۲

CONTENTS

First Pages

()

Preface xiii



Box 2.1: Earth Systems: Oxygen Isotopes and Climate Change 29 Ions and Bonding 30 Crystalline Structures 31 The Silica Tetrahedron 32 Box 2.2: In Greater Depth: Elements in the Earth 33 Nonsilicate Minerals 35

- 2.3 Variations in Mineral Structures and Compositions 35 Box 2.3: Environmental Geology: Asbestos—How Hazardous Is It? 36
 Description: A structure of the Mineral structur
- Box 2.4: Environmental Geology: Clay Minerals that Swell 382.4 The Physical Properties of Minerals 38
 - Color 39 Streak 39

۲

- Luster 40 Hardness 40
- Box 2.5: In Greater Depth: Precious Gems 41
- External Crystal Form 41
- Cleavage 42
- Fracture 45 Specific Gravity 45
- Special Properties 45
- Chemical Tests 46
- 2.5 The Many Conditions of Mineral Formation 46 Box 2.6: In Greater Depth: Water and Ice—Molecules and Crystals 47

SUMMARY 48



Dr. Parvinder Sethi

Igneous Rocks, the Origin and Evolution of Magma, and Intrusive Activity 50

- 3.1 The Rock Cycle 51
 - The Rock Cycle and Plate Tectonics 52
- 3.2 Igneous Rocks 53

 Classification of Igneous Rocks 54
 Igneous Rock Textures 54
 Box 3.1: In Greater Depth: Pegmatite—A Rock Made of Giant
 Crystals 57
 Chemistry of Igneous Rocks 59
 Identifying Igneous Rocks 60
- 3.3 How Magma Forms 61 Heat for Melting Rock 61 The Geothermal Gradient and Partial Melting 61 Decompression Melting 62 Addition of Water (Flux Melting) 62
- 3.4 How Magmas of Different Compositions Evolve 62 Sequence of Crystallization and Melting 63

 (\bullet)

CONTENTS vi

Box 3.2: Environmental Geology: Harnessing Magmatic Energy 64 Differentiation 64 Partial Melting 65 Assimilation 65 Magma Mixing 65

- 3.5 Intrusive Bodies 67 Shallow Intrusive Structures 67 Intrusives that Crystallize at Depth 68
- 3.6 Abundance And Distribution of Plutonic Rocks 70
- Explaining Igneous Activity by Plate Tectonics 70 3.7 Igneous Processes at Divergent Boundaries 71 Igneous Processes at Convergent Boundaries 72 Intraplate Igneous Activity 72

SUMMARY 74



Carlos Gutierrez/UPI/Landov

()

Volcanism and Extrusive Rocks 77

- What Are Volcanoes And Why Should We Study Them? 78 4.1 Creation of New Land 79 Geothermal Energy 79 Effect on Climate 79 Box 4.1: Environmental Geology: Mount St. Helens Blows Up 80
- 4.2 Eruptive Violence And Physical Characteristics of Lava 80 Box 4.2: Earth Systems: A Fiery End to the Longest-Running Eruption Ever Observed 83
- 4.3 The Eruptive Products of Volcanoes 83 Effusive Eruptions 84 Box 4.3: In Greater Depth: Volcanic Explosivity Index 86 Explosive Eruptions 89
- Types of Volcanoes 91 4.4 Shield Volcanoes 91 Cinder Cones 91 Composite Volcanoes 93 Lava Domes 95 Calderas 95
- 4.5 Living with Volcanoes 98 Volcanic Hazards 98 Monitoring Volcanoes 99 Box 4.4: Environmental Geology: A Tale of Two Volcanoes-Lives Lost and Lives Saved in the Caribbean 100
- 4.6 Volcanism 101 Volcanic Activity at Divergent Boundaries 102 Volcanic Activity at Convergent Boundaries 102 Within-Plate Volcanic Activity 102 Box 4.5: Planetary Geology: Extraterrestrial Volcanic Activity 103
- SUMMARY 104



Doug Sherman/Geofile

۲

Weathering and Soil 106

- 5.1 Weathering, Erosion, and Transportation 107
- 5.2 How Weathering Changes Rocks 108
- 5.3 Effects of Weathering 108
- 5.4 Mechanical Weathering 109 Pressure Release 109 Frost Action 110 Other Processes 111
- 5.5 Chemical Weathering 111
 - Role of Oxygen 111
 - Role of Acids 113
 - Solution Weathering 113
 - Chemical Weathering of Feldspar 113 Chemical Weathering of Other Minerals 115
 - Weathering Products 115
 - Box 5.1: Earth Systems: Weathering, the Carbon Cycle, and Global Climate 116 Factors Affecting Weathering 117
- 5.6 Soil 117
 - Soil Horizons 118
 - Factors Affecting Soil Formation 119
 - Box 5.2: In Greater Depth: Where Do Aluminum Cans Come From? 121 Soil Erosion 122 Soil Classification 125

SUMMARY 125



Sediment and Sedimentary Rocks 127

- Sediment 128 6.1 Transportation 129 Deposition 130 Preservation 131 Lithification 131
- 6.2 Types of Sedimentary Rocks 132
- 6.3 Detrital Rocks 132 Breccia and Conglomerate 132 Sandstone 133 The Fine-Grained Rocks 133

CONTENTS vii

- 6.4 Chemical Sedimentary Rocks 136 Carbonate Rocks 136 Chert 140 Box 6.1: In Greater Depth: Valuable Sedimentary Rocks 141 Evaporites 142
- 6.5 Organic Sedimentary Rocks 142
- 6.6 The Origin of Oil And Gas 142
- 6.7 Sedimentary Structures 143
 Box 6.2: Planetary Geology: Sedimentary Rocks: The Key To Mars' Past 144
 6.8 Fossils 147
- 6.9 Formations 149
- 6.10 Interpretation of Sedimentary Rocks 150 Source Area 150 Environment of Deposition 150 Transgression and Regression 152 Tectonic Setting of Sedimentary Rocks 152

SUMMARY 155



John A. Karachewski

Metamorphism and Metamorphic Rocks 157

- 7.1 Metamorphism 158
- 7.2 Factors Controlling The Characteristics of Metamorphic Rocks 159 Temperature 159 Pressure 160 Composition of the Parent Rock 162 Fluids 162 Time 163
 7.3 Classification of Metamorphic Rocks 163 Nonfoliated Rocks 164 Foliated Rocks 164
- 7.4 Types of Metamorphism 166 Box 7.1: Planetary Geology: Impact Craters and Shock Metamorphism 167 Contact Metamorphism 167 Hydrothermal Metamorphism 167 Regional Metamorphism 168
 7.5 Metamorphic Grade 169
- Box 7.2: In Greater Depth: Index Minerals 171 Pressure and Temperature Paths in Time 171
- 7.6 Plate Tectonics and Metamorphism 172 Foliation and Plate Tectonics 172 Pressure-Temperature Regimes 172 Metamorphic Facies 174 Hydrothermal Metamorphism and Plate Tectonics 175
- SUMMARY 176



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۲

Time and Geology 178

- 8.1 The Key to the Past 179
- 8.2 Relative Time 180

 Principles Used to Determine Relative Age 180
 Unconformities 185
 Correlation 186
 The Standard Geologic Time Scale 189

 8.3 Numerical Age 190

 Box 8.1: Earth Systems: Highlights of the Evolution of Life through Time 191
 Isotopic Dating 191
 Box 8.2: Earth Systems: Demise of the Dinosaurs—Was It
 - Extraterrestrial? 192 Box 8.3: Environmental Geology: Radon, a Radioactive Health Hazard 195
 - Uses of Isotopic Dating 196 Box 8 4: In Greater Depth: Calculating
- Box 8.4: In Greater Depth: Calculating the Age of a Rock 1978.4 Combining Relative and Numerical Ages 197
- 8.5 Age of the Earth 198
 - Comprehending Geologic Time 199

SUMMARY 201



Alessandro Della Valle/Associated Press



- 9.1 Mass Wasting 204
- 9.2 Controlling Factors in Mass Wasting 205 Gravity 205 Box 9.1: Environmental Geology: Disaster in the Andes 206 Water 208 Triggers 209
 9.3 Classification of Mass Wasting 209
- Rate of Movement 209 Box 9.2: In Greater Depth: Landslides and Mudslides 210 Type of Material 210 Type of Movement 210

viii CONTENTS

9.4 Common Types of Mass Wasting 211 Creep 211

Flows 212

Box 9.3: Earth Systems: Surfing a Mudflow 217

Falls 217

Slides 219

Box 9.4: Environmental Geology: The 2014 Oso, Washington, Slide—A Preventable Tragedy? 220

- 9.5 Underwater Landslides 223
 Box 9.5: Environmental Geology: A Rockslide Becomes a Rock Avalanche Which Creates a Giant Wave That Destroys Towns 224
- 9.6 Preventing Landslides 225 Preventing Mass Wasting of Soil 225 Preventing Rockfalls and Rockslides on Highways 226

SUMMARY 227



Bill Davis/Associated Press



- 10.1 The Hydrologic Cycle 230
- 10.2 Running Water 231
- 10.3 Drainage Basins 232
- 10.4 Drainage Patterns 233
- 10.5 Factors Affecting Stream Erosion And Deposition 233
 Velocity 233
 Gradient 235
 Channel Shape and Roughness 235
 Discharge 236
- 10.6 Stream Erosion 237
- 10.7 Stream Transportation of Sediment 237
- 10.8 Stream Deposition 239

 Bars 239
 Box 10.1: Environmental Geology: Environmental Impacts of the Three Gorges Dam in China 240
 Braided Streams 242
 Meandering Streams and Point Bars 242
 Flood Plains 243
 Deltas 245
 Alluvial Fans 247

 10.0 Streams Development 248
- 10.9 Stream Valley Development 248

 Downcutting and Base Level 248
 The Concept of a Graded Stream 248
 Lateral Erosion 250
 Headward Erosion 250
 Stream Terraces 251
 Box 10.2: Planetary Geology: Stream Features on the Planet Mars 252
 Incised Meanders 252

 10.10 Flooding 253

 Urban Flooding 254
 Flash Floods 255

Box 10.3: In Greater Depth: Estimating the Size and Frequency of Floods 256 Reducing Flood Risk 258 SUMMARY 259





- 11.1 The Importance of Groundwater 262
- 11.2 The Storage of Groundwater 262 The Water Table 262 Porosity and Permeability 264 Aquifers 264
- 11.3 The Movement of Groundwater 266
- 11.4 Wells 266

۲

- Box 11.1: In Greater Depth: Darcy's Law and Fluid Potential 268 11.5 Springs and Streams 268
- 11.6 Contamination of Groundwater 269
 - Box 11.2: Environmental Geology: Hard Water and Soapsuds 271
 Box 11.3: Environmental Geology: Fracking for Oil and Natural Gas 274
- 11.7 Balancing Withdrawal and Recharge 275
- 11.8 Geologic Effects of Groundwater 278

 Caves 278
 Karst Topography 279
 Box 11.4: Environmental Geology: Sinkholes as a Geologic Hazard 280
- Other Effects of Groundwater 281
- 11.9 Hot Water Underground 282 Geothermal Energy 283

SUMMARY 284



12.1 What is a Glacier? 287 Types of Glaciers 288

CONTENTS ix

12.2 Glaciers-Where They Are, How They Form and Move 288 Distribution of Glaciers 288 Formation and Growth of Glaciers 289 Movement of Valley Glaciers 291 Box 12.1: Environmental Geology: Glaciers as a Water Resource 292 Box 12.2: Environmental Geology: Water Beneath Glaciers: Floods, Giant Lakes, and Galloping Glaciers 293 Movement of Ice Sheets 294 Box 12.3: Earth Systems: Global Warming and Glaciers 296 12.3 Glacial Erosion 296 Box 12.4: In Greater Depth: Growth of Ice Sheets from the Bottom Upward 298 Erosional Landscapes Associated with Alpine Glaciation 299 Erosional Landscapes Associated with Continental Glaciation 302 12.4 Glacial Deposition 304 Moraines 304 Outwash 307 Glacial Lakes and Varves 308 12.5 Past Glaciation 308 Box 12.5: Planetary Geology: Mars on a Glacier 309 Direct Effects of Past Glaciation in North America 310 Indirect Effects of Past Glaciation 312 Box 12.6: In Greater Depth: The Channeled Scablands 313 Evidence for Older Glaciation 314

SUMMARY 315



- 13.1 Where and How Deserts Form 318 Box 13.1: Environmental Geology: Expanding Deserts 320
- 13.2 Some Characteristics of Deserts 321
- 13.3 Desert Features in the Southwestern United States 322 Box 13.2: Earth Systems: Mysterious Sailboats of the Desert 324
- 13.4 Wind Action 328
 Wind Erosion and Transportation 328
 Wind Deposition 330
 Box 13.3: Earth Systems: Desert Pavement and Desert Varnish 331

Box 13.4: Planetary Geology: Wind Action on Mars 332

SUMMARY 337



Bogdan Bratosin/Moment/Getty Images

۲

Waves, Beaches, and Coasts 339

- 14.1 Shoreline Dynamics 340
- 14.2 How Do Waves Form? 341 Surf 341
- 14.3 What Happens When Waves Reach the Shore? 342 Wave Refraction 342 Longshore Currents 343 Rip Currents 343
- 14.4 How Do Beaches Develop? 344
- 14.5 Why Does Sand Move Along a Shoreline? 345Human Interference with Sand Drift 345Sources of Sand on Beaches 348
- 14.6 Coasts And Coastal Features 348
 Erosional Coasts 348
 Depositional Coasts 350
 Drowned Coasts 351
 Box 14.1: Environmental Geology: Coasts in Peril—The Effects of Rising Sea Level 352
 Box 14.2: Earth Systems: Hurricanes—Devastation on the Coast 354
 Uplifted Coasts 356
 - The Biosphere and Coasts 357

SUMMARY 358



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- 15.1 Tectonic Forces at Work 361Stress and Strain in the Earth's Lithosphere 361How Do Rocks Behave When Stressed? 361
- 15.2 How Do We Record and Measure Geologic Structures? 363Geologic Maps and Field Methods 363

CONTENTS Х

15.3 Folds 365

Geometry of Folds 365 Box 15.1: In Greater Depth: Is There Oil Beneath My Property? First Check the Geologic Structure 366 Interpreting Folds 370

15.4 Fractures In Rock 370 Joints 370 Faults 370

Box 15.2: In Greater Depth: California's Greatest Fault-The San Andreas 376

SUMMARY 379



The Asahi Shimbun/Contributor/Getty Images



- 16.1 Causes of Earthquakes 382
- 16.2 Seismic Waves 382 Body Waves 384 Surface Waves 385

()

- 16.3 Locating and Measuring Earthquakes 385 Determining the Location of an Earthquake 385 Measuring the Size of an Earthquake 387 Location and Size of Earthquakes in the United States 389
- 16.4 Earthquake-Related Hazards 392 Ground Motion 392 Fire 392 Ground Failure 392

Aftershocks 393 Tsunami 393 Box 16.1: In Greater Depth: Earthquake Engineering 395

- 16.5 World Distribution of Earthquakes 398
- 16.6 First-Motion Studies of Earthquakes 400 Box 16.2: Earth Systems: Darwin and Chilean Earthquakes 401
- 16.7 Earthquakes and Plate Tectonics 402 Earthquakes at Plate Boundaries 402 Subduction Angle 403 Box 16.3: Environmental Geology: Waiting for the Big One in California 404
- 16.8 Earthquake Prediction and Forecasting 406 Earthquake Precursors and Prediction 406 Earthquake Forecasting 406 Reducing Earthquake Damage and Risk 408

SUMMARY 408



Nathan Simmons/LLNL

۲

Earth's Interior and Geophysical **Properties** 411

- 17.1 How Is Earth's Interior Studied? 412
- 17.2 Evidence From Seismic Waves 412
- Box 17.1: In Greater Depth: Seismic Tomography-A Look Inside Earth 415 The Crust 416 The Mantle 417 The Core 418 17.4 Isostasy 420
- Box 17.2: Planetary Geology: The Interior of Other Planets 424 17.6 Earth's Magnetic Field 425
- Magnetic Reversals 425 Magnetic Anomalies 427 Box 17.3: In Greater Depth: Geophysical Methods of Exploration: How a Geologist Sees Underground 428
- 17.7 Earth's Temperature 430 Geothermal Gradient 430 Heat Flow 430

SUMMARY 431



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The Sea Floor 434

- 18.1 Origin of the Ocean 435
- 18.2 Methods of Studying the Sea Floor 435
- 18.3 Features of the Sea Floor 437 Continental Shelves and Continental Slopes 438 Submarine Canyons 439 Passive Continental Margins 441 Active Continental Margins 442 Mid-Oceanic Ridges 443 Fracture Zones 444 Seamounts, Guyots, and Aseismic Ridges 445 Reefs 446

17.5 Gravity Measurements 422

17.3 Earth's Internal Structure 414

 (\bullet)

CONTENTS xi

- 18.4 Sediments of the Sea Floor 446Box 18.1: Earth Systems: Does the Earth Breathe? 448
- 18.5 Oceanic Crust and Ophiolites 449
- 18.6 The Age of the Sea Floor 451
- 18.7 The Sea Floor and Plate Tectonics 451Box 18.2: Environmental Geology: Geologic Riches in the Sea 452

SUMMARY 453



Plate Tectonics—The Unifying Theory 455

- 19.1 The Early Case for Continental Drift 457 Skepticism about Continental Drift 459
- 19.2 The Revival of Continental Drift 460 Evidence from Paleomagnetism 460 Geologic Evidence for Continental Drift 462 History of Continental Positions 462
- 19.3 Seafloor Spreading 462 Hess's Driving Force 462 Explanations 463
- 19.4 Plates and Plate Motion 464
- 19.5 How Do We Know that Plates Move? 464Marine Magnetic Anomalies 464Another Test: Fracture Zones and Transform Faults 467Measuring Plate Motion Directly 468
- 19.6 Divergent Plate Boundaries 468
- 19.7 Transform Boundaries 472
- 19.8 Convergent Plate Boundaries 473
 Ocean-Ocean Convergence 473
 Ocean-Continent Convergence 474
 Continent-Continent Convergence 475
- 19.9 Do Plate Boundaries Move? 476
- 19.10 Can Plates Change in Size? 476
- 19.11 The Attractiveness of Plate Tectonics 476
- 19.12 What Causes Plate Motions? 477
 Mantle Convection 477
 Ridge Push 478
 Slab Pull 478
 Trench Suction 478
 Mantle Plumes and Hot Spots 478
 Box 19.1: In Greater Depth: Indentation Tectonics and "Mushy" Plate Boundaries 480
 - Box 19.2: Earth Systems: The Relationship between Plate Tectonics and Ore Deposits 483
- 19.13 A Final Note 484
- SUMMARY 484



Alisha Wenzel

۲



- 20.1 Mountains and Mountain Building 488
 Box 20.1: Earth Systems: An Earth Systems Approach to Understanding Mountains 490
- 20.2 Characteristics of Major Mountain Belts 491
 Size and Alignment 491
 Ages of Mountain Belts and Continents 491
 Thickness and Characteristics of Rock Layers 492
 Patterns of Folding and Faulting 493
 Metamorphism and Plutonism 494
 Normal Faulting 495
 Thickness and Density of Rocks 496
 Features of Active Mountain Belts 496
 Box 20.2: In Greater Depth: Ultramafic Rocks in Mountain Belts—From the Mantle to Talcum Powder 497
- 20.3 Evolution of Mountain Belts 497
 Orogenies and Plate Convergence 497
 Post-Orogenic Uplift and Block-Faulting 502
- 20.4 The Growth of Continents 505 Displaced Terranes 505

SUMMARY 506



First Pages

 (\bullet)

xii CONTENTS

Variations in the Earth's Albedo 516 Greenhouse Gases 517 Box 21.2: In Greater Depth: The Global Carbon Cycle 518 Clouds and Particles 520 Volcanoes 520 Plate Tectonics 521

- 21.4 A Brief History of Earth's Climate 521
 Climate Millions of Years Ago 521
 Climate Over the Last Million Years 521
 Climate Over the Last Few Thousand Years to Present 523
- 21.5 Climate Change in the Modern Age 523 Temperature 523 Precipitation 524 Sea Ice and Glacier Melt 525 Sea-Level Rise 526
- 21.6 Climate Models 526 The IPCC 527
- 21.7 Impacts and Consequences of Global Climate Change 527 Biodiversity and Agriculture 527 Ocean Acidification 528 Coastal Regions and Sea-Level Rise 528
- 21.8 Geoengineering 528
 Solar Radiation Management 529
 Carbon Management 529
 Box 21.3: Earth Systems: Tropical Glaciers 530
- 21.9 Decreasing Emissions of Greenhouse Gases 531 Fate of Atmospheric Carbon Dioxide 531 Scientific Consensus 531

SUMMARY 531



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- 22.1 Reserves and Resources 534
- Box 22.1: In Greater Depth: Copper and Reserve Growth 53522.2Energy Resources 536

Nonrenewable Energy Resources 536

- Fracking 543 Box 22.2: Environmental Geology: The Gulf of Mexico Spill—The Cost of Oil Exploration in Ever More Difficult-to-Reach Areas 544
- Box 22.3: Environmental Geology: The Nuclear Crisis in Japan—The Future of Nuclear Power Put to the Test 547 Renewable Energy Sources 548
- 22.3 Metallic Resources 551
 - Ores Formed by Igneous Processes 552 Ores Formed by Surface Processes 554
 - Box 22.4: Environmental Geology: The World's Largest Human-Made Hole—The Bingham Canyon Copper Mine 555

22.4 Mining 556

۲

- 22.5 Nonmetallic Resources 558 Construction Materials 558 Fertilizers and Evaporites 559 Other Nonmetallics 559
- 22.6 Resources, The Environment, and Sustainability 559
- SUMMARY 559



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- 23.1 The Earth in Space 563The Sun 564The Solar System 564The Milky Way and the Universe 567
- 23.2 Origin of the Planets 567 The Solar Nebula 567 Formation of the Planets 569 Formation of Moons 569 Final Stages of Planet Formation 569 Formation of Atmospheres 570 Other Planetary Systems 570
- 23.3 Portraits of the Planets 570
 Our Moon 570
 Mercury 575
 Venus 576
 Mars 579
 Why Are the Terrestrial Planets So Different? 584
 Jupiter 585
 Saturn 587
 Uranus 588
 Neptune 589
- 23.4 Pluto and the Ice Dwarves 590
- 23.5 Minor Objects of the Solar System 591 Meteors and Meteorites 591 Meteorites 591 Asteroids 592 Comets 592
- 23.6 Giant Impacts 594 Giant Meteor Impacts 594

SUMMARY 595

Appendices A-H A-1

Glossary G-1

Index I-1

PREFACE

WHY USE THIS BOOK?

One excellent reason is that it's tried and true. Since the book was first published in 1979, over 1,000,000 students have read this text as an introduction to physical geology. Proportionately, geology instructors have relied on this text for over 5,000 courses to explain, illustrate, and exemplify basic geologic concepts to both majors and non-majors. Today, the seventeenth edition continues to provide contemporary perspectives that reflect current research, recent natural disasters, unmatched illustrations, and unparalleled learning aids. We have worked closely with contributors, reviewers, and our editors to publish the most accurate and current text possible.

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APPROACH

Our purpose is to clearly present the various aspects of physical geology so that students can understand the logic of what scientists have discovered, as well as the elegant way the parts are interrelated to explain how Earth, as a whole, works.

This approach is epitomized by our treatment of plate tectonics. Plate tectonics is central to understanding how the Earth works. Rather than providing a full-fledged presentation of plate tectonics at the beginning of the textbook and overwhelming students, *Physical Geology* presents the essentials of plate tectonics in the first chapter. Subsequent chapters then detail interrelationships between plate tectonics and major geologic topics. For example, chapter 3, on igneous activity, includes a thorough explanation of how plate tectonics accounts for the generation of magma and resulting igneous rocks. Chapter 19, typically covered late in the course, presents a full synthesis of plate tectonics. By this time, students have learned the many aspects of physical geology and can appreciate the elegance of plate tectonics as a unifying paradigm.

CHANGES TO THE SEVENTEENTH EDITION

New to the Seventeenth Edition

Each chapter has been revised and updated, and an overview of notable changes made to each chapter is given below:

Chapter 1 has been updated to reflect current resource usage and to improve readability. The information on careers in geology contained in box 1.3 has been updated.

Chapter 2 has been updated to improve readability. Figure 2.2 has been edited to improve clarity. The web box has been removed.

Chapter 3 includes an updated rock cycle figure that incorporates hand sample images of rocks rather than sketches. Changes have been made to section 3.3 to improve comprehension. Figure 3.25 has been replaced with a more modern image. The section on igneous activity and plate tectonics has been reorganized to improve flow.

Flow Images

Chapter 4 has been updated to reflect the change in eruption status at Kilauea, and a new box (4.2) has been added that describes the dramatic end of the Kilauea eruption.

Chapter 5 includes a revised rock cycle diagram that includes photos of rocks rather than sketches. The section on solution weathering and table 5.1 have been modified to more clearly show the solution of calcite. The effect of increased surface area on weathering processes has been revised to emphasize its importance.

Chapter 6 contains minor changes to increase clarity. A revised rock cycle figure has also been added to this chapter.

Chapter 7 has been updated to improve readability.

Chapter 8 has been updated to improve readability and clarify the Precambrian as a supereon. Box 8.2 has been updated to reflect the change in name of the K-T boundary to the K-Pg boundary.

Chapter 9 has minor rewrites to improve readability, and landslide fatality statistics have been updated.

Chapter 10 has undergone significant revision. Numerous sections have been updated and revised to improve readability and clarity. Figure 10.5 now includes aerial photos of rivers paired with sketches to illustrate the different types of drainage patterns. Box 10.1 on the controlled floods in the Grand Canyon has been replaced with a new box on the environmental consequences of the Three Gorges Dam in China. We have also added a new alluvial fan photo and replaced figure 10.37 with a new graph that more clearly shows how urbanization affects discharge rate. The summary and questions at the end of the chapter have also been revised.

Chapter 11 includes an extensively revised "fracking" box and new figure that more clearly explains the process of hydraulically fracturing a confined aquifer during horizontal drilling, and an updated discussion of possible environmental problems. Figure 11.16 has also been revised to more accurately illustrate a gasoline plume.

Chapter 12 has been edited to improve readability and contains new images of a U-shaped valley and a hanging valley. Box 12.2 has been updated to reflect more recent research on glacial surges and evidence for life in subglacial lakes in the Antarctic.

Chapter 13 includes an expanded discussion of deserts around the world and a revision of figure 13.3.

Chapter 14 has been extensively edited to improve readability. Box 14.1 has been revised and now includes a sea-level curve showing fluctuation from past glaciations and also a sea-level curve illustrating more recent variation and projected future sea-level rise based on IPCC emission scenarios. Box 14.2 has been updated to include category 5 Hurricanes Michael and Dorian. The summary has been revised to reflect the relationship between coastal landforms and processes and sea-level changes.

Chapter 15 contains edits of text and figures throughout the chapter to help clarify material for the student and improve readability.

Chapter 16 has been updated to include the largest, most deadly liquefaction event ever recorded after the 2018 Sulawesi, Indonesia, earthquake and associated tsunami that was intensified by submarine

xiii

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xiv PREFACE

landslides and offshore morphology. Figure 16.4 has been replaced with a new diagram that more realistically shows the motion of body and surface waves. Minor edits were made throughout the chapter to improve clarity.

Chapter 17 has been extensively revised. Many sections have been rewritten to improve clarity and make the subject more approachable. We have added photos of geologists using geophysical equipment in the field. The gravity section now includes a geoid image from NASA's GRACE mission. We replaced figure 17.2 with a new seismic reflection profile from the SHIRE research project at the Hikurangi plate margin that shows intensely folded and faulted sediments. Box 17.1 has been updated to reflect the successful results of the EarthScope program, and we also included a new seismic tomography image from the mantle plume under Yellowstone. We added a new planetary geology box (17.2) that discusses the interiors of other planets. We also replaced the "Earth's Spinning Core" box with a new box (17.3) describing "Geophysical Methods of Exploration: How a Geologist Sees Underground." The summary has been expanded and completely rewritten in a more narrative style.

Chapter 18 has undergone minor edits of text and photo captions. We have adopted *Wadati-Benioff zone* to more accurately name this important tectonic feature.

Chapter 19 begins with a rewritten introduction that more clearly states how the plate tectonic theory has unified the study of geology. The "Early Case for Continental Drift" section has also been rewritten, and the entire chapter has been extensively revised to improve readability and clarity.

Chapter 20 has undergone minor editing for improved readability.

Chapter 21 has been updated to reflect the rapid changes in the study of climate change. Figures 21.11, 21.12, 21.14, and 21.18 have been updated to include the most recent data available. Figures 21.22 and 21.20 have been updated to reflect current understanding of the impacts of climate change.

Chapter 22 has been updated to reflect changes in the demand for, and price of, various resources, as well as changes in global production and estimates of total reserves remaining.

Chapter 23 has been edited to significantly improve readability. Multiple images of planets and moons have been replaced with newer images that have become available in recent years. The section on Mars has been updated to reflect new results from the *InSight* mission, and the section on Pluto has been completely rewritten to reflect new knowledge gained from the *New Horizons mission*.

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KEY FEATURES

Superior Photo and Art Programs

Geology is a visually oriented science, and one of the best ways to learn it is by studying illustrations and photographs. The outstanding photo and art programs in this text feature accuracy in scale, realism, and aesthetic appeal that provides students with the best visual learning tools available in the market. We strive to have the best photographs possible so that they are the next best thing to seeing geology on a field trip. We are again pleased to feature aerial photography from award-winning photographer/geologist Michael Collier, who gives students a birds-eye view of spectacular geology from western North America.

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©Michael Collier



Learning Objectives

Each chapter begins with a bulleted list of learning objectives to help students focus on what they should know and understand after reading the chapter.

LEARNING OBJECTIVES

- Differentiate between effusive and explosive eruptions, and describe the eruptive products associated with them.
- Explain the relationship between magma composition, temperature, dissolved gas, and viscosity and relate them to eruptive violence.
- Describe the five major types of volcanoes in terms of shape and eruptive style.

Environmental Geology Boxes

Discuss topics that relate the chapter material to environmental issues, including impact on humans (For example: "Radon—A Radioactive Health Hazard" and "Coasts in Peril--The Effects of Rising Sea Level," "Sinkholes as a Geologic Hazard," "The Gulf of Mexico Spill--The Cost of Oil Exploration in Ever More Difficult-to-Reach Areas," and "The Nuclear Crisis in Japan--The Future of Nuclear Power Put to the Test").



DigitalGlobe/Contributor/Getty Images



Gregory Bull/AP Images

xvi PREFACE

In Greater Depth Boxes

Discuss phenomena that are not necessarily covered in a geology course (For example: "Precious Gems," "Is There Oil Beneath My Property? First Check the Geologic Structure," and "Valuable Sedimentary Rocks") or present material in greater depth (e.g., "Calculating the Age of a Rock").



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Earth Systems Boxes

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Highlight the interrelationships between the geosphere, the atmosphere, and other Earth systems (For example: "Global Warming and Glaciers" and "Oxygen Isotopes and Climate Change").



Planetary Geology Boxes

Compare features elsewhere in the solar system to their Earthly counterparts (For example: "Sedimentary Rocks: The Key to Mars' Past").





A Geologist's View

Photos accompanied by an illustration depicting how a geologist would view the scene are featured in the text. Students gain experience understanding how the trained eye of a geologist views a landscape in order to comprehend the geologic events that have occurred.



NASA/JPL-Caltech/MSSS



Study Aids are found at the end of each chapter and include:

- *Summaries* bring together and summarize the major concepts of the chapter.
- *Terms to Remember* include all the boldfaced terms covered in the chapter so that students can verify their understanding of the concepts behind each term.
- *Testing Your Knowledge Quizzes* allow students to gauge their understanding of the chapter and are aligned with the learning objectives presented at the beginning of each chapter. (The answers to the multiple choice portions are posted on Connect.)
- *Expanding Your Knowledge Questions* stimulate a student's critical thinking by asking questions with answers that are not found in the textbook.

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Laptop: McGraw Hill; Woman/dog: George Doyle/Getty Images

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Solutions for your challenges



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A product isn't a solution. Real solutions are affordable, reliable, and come with training and ongoing support when you need it and how you want it. Visit **www. supportateverystep.com** for videos and resources both you and your students can use throughout the semester.

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- Jordan Cunningham, Eastern Washington University ()



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Learning for everyone

Top: Jenner Images/Getty Images, Left: Hero Images/Getty Images, Right:

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xx PREFACE

Instructor Resources

The following resources can be found on Connect:

- *Presentation Tools* Everything you need for outstanding presentations.
 - Animations—Numerous full-color animations illustrating important processes are provided. Harness the visual impact of concepts in motion by importing these files into classroom presentations or online course materials.
 - Lecture PowerPoints-with animations fully embedded.
 - JPEG images—Full-color digital files of all illustrations that can be readily incorporated into presentations, exams, or custom-made classroom materials.
 - Tables—Tables from the text are available in electronic format.
- *Google Earth and Virtual Vista Exercises*—Descriptions and questions to help students visualize and analyze geologic features.
- *Instructor's Manual*—The instructor's manual contains chapter outlines, lecture enrichment ideas, and critical thinking questions.
- *Computerized Test Bank*—A comprehensive bank of test questions is provided within a computerized test bank. Instructors can select questions from multiple McGraw-Hill test banks or author their own, and then either print the test for paper distribution or give it online.

ACKNOWLEDGMENTS

We have tried to write a book that will be useful to both students and instructors. We would be grateful for any comments by users, especially regarding mistakes within the text or sources of good geological photographs.

Although he is no longer listed as an author, this edition bears a lot of the writing style and geologic philosophy of the late David McGeary. He was coauthor of the original edition, published in 1979. His authorship continued through the seventh edition, after which he retired and turned over revision of his half of the book to Diane Carlson. We greatly appreciate his role in making this book successful way beyond what he or his original coauthor ever dreamed of.

Tom Arny wrote the planetary geology chapter for the tenth edition. This chapter was revised and updated by Steve Kadel for the eleventh and twelfth editions and by Mark Boryta for the fifteenth edition. Chris Cappa and Delphine Farmer wrote the chapter on climate change for the fourteenth edition, and Professor Cappa has continued to revise chapter 21 in subsequent editions. We greatly appreciate the publisher's "book team" whose names appear on the copyright page. Their guidance, support, and interest in the book were vital for the completion of this edition.

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Through each edition of *Physical Geology*, we have had outstanding feedback from reviewers who have provided careful evaluations and useful suggestions for improvement.

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First Pages

MEET THE AUTHORS



Charles Plummer Charles Plummer at Tengboche, in the Himalayan Mountains of Nepal.

CHARLES PLUMMER Professor Charles "Carlos" Plummer grew up in the shadows of volcanoes in Mexico City. There, he developed a love for mountains and mountaineering that eventually led him into geology. He received his B.A. degree from Dartmouth College. After graduation, he served in the U.S. Army as an artillery officer. He resumed his geological education at the University of Washington, where he received his M.S. and Ph.D. degrees. His geologic work has been in mountainous and polar regions, notably Antarctica (where a glacier is named in his honor). He taught at Olympic Community College in Washington and worked for the U.S. Geological Survey before joining the faculty at California State University, Sacramento.

At CSUS, he taught optical mineralogy, metamorphic petrology, and field courses as well as introductory courses. He retired from teaching in 2003. He skis, has a private pilot license, and is certified for open-water SCUBA diving. (plummercc@csus.edu)



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Diane Carlson at Convict Lake in the Sierra Nevada Mountains of California.

DIANE CARLSON Professor Diane Carlson grew up on the glaciated Precambrian shield of northern Wisconsin and received an A.A. degree at Nicolet College in Rhinelander and a B.S. in geology at the University of Wisconsin at Eau Claire. She continued her studies at the University of Minnesota–Duluth, where she focused on the structural complexities of high-grade metamorphic rocks along the margin of the Idaho batholith for her master's thesis. The lure of the West and an opportunity to work with the U.S. Geological Survey to map the Colville batholith in northeastern Washington led her to Washington State University for her Ph.D. Dr. Carlson accepted a position at California State University, Sacramento, after receiving her doctorate and taught physical geology, structural geology, environmental geology, field techniques, and field geology. Professor Carlson is a recipient of the Outstanding Teacher Award from the CSUS School of Arts and Sciences. She is also engaged in researching the structural and tectonic evolution of part of the Foothill Fault System in the northern Sierra Nevada of California. (carlsondh@csus.edu)



Christopher Cappa Lisa Hammersley on the coast of Northern California

LISA HAMMERSLEY Dr. Lisa Hammersley hails originally from England and received a B.Sc. in geology from the University of Birmingham. After graduating, she traveled the world for a couple of years before returning to her studies and received a Ph.D. in geology from the University of California at Berkeley. She joined the faculty at California State University, Sacramento in 2003, where she taught natural disasters, physical geology, geology of Mexico, mineralogy, and metallic ore deposits, receiving the Outstanding Teacher Award from the College of Natural Sciences and Mathematics in 2011. Dr. Hammersley specializes in igneous petrology with an emphasis on geochemistry. Her interests involve understanding magma chamber processes and how they affect the evolution of volcanic systems. She has worked on volcanic systems in Ecuador, Mexico, and the United States. Dr. Hammersley has also worked in the field of geoarcheology, using geologic techniques to identify the sources of rocks used to produce stone grinding tools found near the pyramids of Teotihuacan in Mexico. She is currently serving as the Associate Dean of the College of Natural Sciences and Mathematics. (hammersley@csus.edu)

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Introducing Geology, the Essentials of Plate Tectonics, and Other Important Concepts

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Mount Robson, 3,954 meters (12,972 feet) above sea level, is the highest peak in the Canadian Rocky Mountains. J. A. Kraulis/Masterfile

- 1.1 Who Needs Geology? Supplying Things We Need Protecting the Environment Avoiding Geologic Hazards Understanding Our Surroundings
- 1.2 Earth Systems

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- 1.3 An Overview of Physical Geology—Important Concepts
 - Internal Processes: How the Earth's Internal Heat Engine Works Earth's Interior The Theory of Plate Tectonics Divergent Boundaries Convergent Boundaries Transform Boundaries
- Surficial Processes: The Earth's External Heat Engine **1.4 Geologic Time**

Summary

2 CHAPTER 1

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LEARNING OBJECTIVES

- Know what physical geology is, and describe some of the things it is used for.
- Define a system, and describe the four Earth systems (spheres).
- Distinguish between the Earth's internal and external heat engines and list the processes driven by them.
- List the three major internal zones of the Earth.

ave you ever looked out of the window of an airplane and wondered about the landforms that you see below you, or examined a pebble on a beach and wondered how it got there? Have you ever listened to a news report about a major natural disaster such as an earthquake, flood, or volcanic eruption, and asked yourself why it happened and what you would do if you found yourself in such a situation? What about the materials used to manufacture the electronics you use every day or the gasoline used to fuel your car—have you ever thought about where they come from, how they formed, and how we exploit them? These topics are all parts of **geology**—the scientific study of the Earth. Geologists use the scientific method to explain natural aspects of the Earth, such as what it is made of and the processes that affect it, and to interpret Earth's history. This chapter is an introduction to geology. We will first explore the uses of geology before introducing some of the important concepts such as the modern theory of plate tectonics and geologic time. These concepts form a framework for the rest of the book. Understanding the "big picture" presented here will aid you in comprehending the chapters that follow.

Strategy for Using This Textbook

- As authors, we try to be thorough in our coverage of topics so the textbook can serve you as a resource. Your instructor may choose, however, to concentrate only on certain topics for *your* course. Find out which topics and chapters you should focus on in your studying and concentrate your energies there.
- Your instructor may present additional material that is not in the textbook. Take good notes in class.
- Try not to get overwhelmed by terms. (Every discipline has its own language.) If you associate a term with a concept or mental picture, remembering the term comes naturally when you understand the concept. (You remember names of people you know because you associate personality and physical characteristics with a name.) You may find it helpful to learn the meanings of frequently used prefixes and suffixes for geological terms. These can be found in appendix G.
- Boldfaced terms are ones you are likely to need to understand because they are important to the entire course.
- Italicized terms are not as important but may be necessary to understand the material in a particular chapter.

- Describe the lithosphere and the asthenosphere.
- Sketch and label the different types of plate boundaries.
- Summarize the scientific method, and define the meaning of the word *theory*.
- Know the age of the Earth.

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- Pay particular attention to illustrations. Geology is a visually oriented science, and the photos and artwork are at least as important as the text. You should be able to sketch important concepts from memory.
- Find out to what extent your instructor expects you to learn the material in the boxes. They offer an interesting perspective on geology and how it is used, but much of the material might well be considered optional for an introductory course and not vital to your understanding of major topics. Many of the In Greater Depth boxes are meant to be challenging—do not be discouraged if you need your instructor's help in understanding them.
- Read through the appropriate chapter before going to class. Reread it after class, concentrating on the topics covered in the lecture or discussion. Especially concentrate on concepts that you do not fully understand. Return to previously covered chapters to refresh your memory on necessary background material.
- Use the end-of-chapter material for review. The Summary is just that, a summary. Don't expect to get through an exam by only reading the summary and not the rest of the chapter. Use the Terms to Remember to see if you can visually or verbally associate the appropriate concept with each term. Answer the Testing Your Knowledge questions in writing. Be honest with yourself. If you are fuzzy on an answer, return to that portion of the chapter and reread it. Remember that these are just a sampling of the kinds of questions that might be on an exam.
- Geology, like most science, builds on previously acquired knowledge. You must retain what you learn from chapter to chapter. If you forget or did not learn significant concepts covered early in your course, you will find it frustrating later in the course. (To verify this, turn to chapter 20 and you will probably find it intimidating; but if you build on your knowledge as you progress through your course, the chapter material will fall nicely into place.)
- Be curious. Geologists are motivated by a sense of discovery. We hope you will be, too.

1.1 WHO NEEDS GEOLOGY?

Geology benefits you and everyone else on this planet. The clothes you wear, the food you eat, your smart phone, and your car exist because of what geologists have discovered about the ()

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Introducing Geology, the Essentials of Plate Tectonics, and Other Important Concepts

Earth. The Earth can also be a killer. You might have survived an earthquake, flood, or other natural disaster thanks to action taken based on what scientists have learned about these hazards. Before getting into important scientific concepts, we will look at some of the ways geology has benefited you and will continue to do so.

Supplying Things We Need

We depend on the Earth for energy resources and the raw materials we need for survival, comfort, and pleasure. Every manufactured object relies on Earth's resources—even something as simple as a pencil (figure 1.1). Earth processes, at work for millions of years, have localized material into concentrations that humans can mine or extract. By learning how the Earth works and how different kinds of substances are distributed and why, we can intelligently search for metals, sources of energy, and gems. Even maintaining a supply of sand and gravel for construction purposes depends on an understanding of geology.

Modern society currently depends on abundant and cheap energy sources. Nearly all our vehicles and machinery are powered by petroleum, coal, or nuclear power and depend on energy sources concentrated unevenly in the Earth. The U.S. economy, in particular, is geared to petroleum and natural gas as cheap



sources of energy. It is important to remember, however, that these resources took hundreds of millions of years to form, and they are being rapidly depleted. In recent years, the United States has been able to reduce its reliance on imported oil by developing technology to access oil that was previously too difficult or too expensive to extract. Finding more of this diminishing resource will require more money and increasingly sophisticated knowledge of geology. Although many people are not aware of it, we face similar problems with diminishing resources of other materials, notably metals such as iron, aluminum, copper, and tin, each of which has been concentrated in a particular environment by the action of the Earth's geologic processes.

Just how much of our resources do we use? According to the Minerals Education Coalition, approximately 18,430 kilograms (40,633 pounds; for metric conversions, go to appendix E) of resources, including energy resources, must be mined annually to provide for every person in the United States. The amount of each commodity mined per person per year is 4,501 kilograms stone, 3,332 kilograms sand and gravel, 306 kilograms limestone for cement, 70 kilograms clays, 174 kilograms salt, 283 kilograms other nonmetals, 116 kilograms iron ore, 12 kilograms aluminum ore, 3 kilograms copper, 8 kilograms lead and zinc, 3 kilograms manganese, and 5 kilograms other metals. Americans' yearly per capita consumption of energy resources includes 3,626 liters (958 gallons) of petroleum, 1,908 kilograms of coal, 2,775 cubic meters (97,988 cubic feet) of natural gas, and 0.06 kilograms of uranium.

Protecting the Environment

Our demands for more energy and metals have, in the past, led us to extract them with little regard for effects on the environment and therefore, on ourselves. Mining of coal, if done carelessly, for example, can release acids into water supplies. Understanding geology can help us lessen or prevent damage to the environment—just as it can be used to find the resources in the first place.

The environment is further threatened because these are nonrenewable resources. Petroleum and metal deposits do not grow back after being harvested. As demands for these commodities increase, so does the pressure to disregard the ecological damage caused by the extraction of the remaining deposits. As the supply of resources decreases, we are forced to exploit them from harder-to-reach locations. The Deepwater Horizon oil spill in the Gulf of Mexico in 2010 was due in part to the very deep water in which drilling was taking place (see box 22.2).

Geology has a central role in these issues. Oil companies employ geologists to discover new oil fields, while the public and government depend on other geologists to assess the potential environmental impact of petroleum's removal from the ground, the transportation of petroleum (see box 1.1), and disposal of any toxic wastes from petroleum products.

The consumption of resources, in particular energy resources, is also affecting the Earth's climate. Chapter 21 covers the evidence for global climate change and its connection to greenhouse gases released by burning fossil fuels.