



AP HUMAN GEOGRAPHY SYLLABUS

Overview:

AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human population on the planet. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situations at local, regional and national scales. Internet activities, field excursions, and videos are used to explore certain topics.

Course Objectives:

- To introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface.
- To learn about and employ the methods of geographers, including observation, mapmaking, data gathering and reporting, and technical writing.
- To employ spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the globe and at the local, state, regional, and national levels.
- To develop a geographic perspective with which to view the landscape and understand current events.

Course Materials:

During this course we will draw from a variety of sources. Each student will have access to textbooks, periodicals, regional and national newspapers, world atlases, as well as maps and computer access with GIS software. Videos on certain topics will also be used.

Texts

Rubenstein, James M. 10th edition, *The Cultural Landscape: An Introduction to Human Geography*, Upper Saddle River, N.J.: Pearson Education, Inc., 2011.

The Nystrom World Atlas, Indianapolis, IN: Herff Jones Education Division, 2006.

Video Series

The Power of Place: Geography for the 21st century series. Video.N.p.: Annenberg/CPB Project, 2003.

Organization of the Course:

AP Human Geography will be presented in alignment with the course description published by College Board. Each topic will be a unit of study and will include a variety of student assessments such as free response questions, multiple choice tests, quizzes, and a unit project

or activity designed to reinforce a major topic from the unit. Additional activities and assignments may include lecture notes, mapping activities, online assignments in the computer lab, group activities, case studies, and videos. Students are asked nearly every day to examine maps and graphed or textual information and respond to it using such concepts as scale, region, location and place, or association and interconnection.

Areas of focus will include the following (% represent multiple choice coverage on the AP Exam):

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| 1. Geography: Its Nature and Perspective | (5-10%) |
| 2. Population | (13-17%) |
| 3. Cultural Patterns and Processes | (13-17%) |
| 4. Political Organization of Space | (13-17%) |
| 5. Agricultural and Rural Land Use | (13-17%) |
| 6. Industrialization and Economic Development | (13-17%) |
| 7. Cities and Urban Land Use | (13-17%) |

Course Planner:

UNIT OBJECTIVES & ACTIVITIES	READINGS	TIME
<p>I. Geography: Its Nature & Perspectives</p> <p>A. Geography as a field of inquiry</p> <p>B. Evolution of key geographical concepts & models</p> <p>C. Key concepts of geographical perspectives</p> <p>D. New geographic skills</p> <p> i. How to use & think about maps and spatial data</p> <p> ii. How to understand and interpret the implications of associations among phenomena in places</p> <p> iii. How to recognize and interpret different scales in the relationships among patterns and processes</p> <p> iv. How to define regions and evaluate the regionalization process</p> <p> v. How to characterize and analyze changing interconnections among places</p> <p> vi. How to use GIS and GPS to make comparisons and show how detail emerges as scale becomes larger and how that affects people’s perspectives</p> <p>E. Sources of geographical ideas and data</p> <p>Unit Activities</p> <ul style="list-style-type: none"> • What is Geography?: Define geography, human geography. Explain the meaning of the spatial perspective • World Regions Map: Students will become familiar with the regions of the world • Geocaching and increasing the use of GPS: Students learn to use a GPS by going geocaching • Case Study: Florida, Human Land Use Patterns Encroach on Local Wildlife <p>Video Case Study</p> <ul style="list-style-type: none"> • Program 1, <i>One Earth, Many Scales</i> 	<p>* Rubenstein, Chapter 1: Thinking Geographically</p> <p>* Rubenstein, Appendix, pp. 476-482</p> <p>* Walton, Marsha, <i>Geocoding used to locate Katrina survivors</i></p>	<p>2 weeks</p>

<p>II. Population</p> <p>A. Geographical analysis of population</p> <ol style="list-style-type: none"> i. Density, distribution, and scale ii. Implications of various densities and distributions iii. Patterns of composition: age, sex, race, ethnicity (pyramids) iv. Population and natural hazards <p>B. Population growth and decline over time and space</p> <ol style="list-style-type: none"> i. Historical trends and projections ii. Theories of population growth, including the Demographic Transition Model iii. Patterns of fertility, mortality, and health iv. Regional variations of demographic transitions v. Effects of population policies <p>C. Migration</p> <ol style="list-style-type: none"> i. Migration selectivity ii. Residential mobility iii. Major voluntary and involuntary migrations at different scales iv. Theories of migration, including push and pull factors, human capital and life courses <p>Unit Activities</p> <ul style="list-style-type: none"> • Activity: Population Online Assignment: Students analyze population pyramids using http://www.census.gov/ipc/www/idb/informationGateway.php) • Population Map: Students will identify the world's most populous and least populous regions on a map • Class Debate: Migration as a political position • Obituary Activity: Students use local newspapers to plot on a map where people were born and where they died • Migration Map: Students will identify streams of net-in migration and net-out migration on a map <p>Video Case Studies</p> <ul style="list-style-type: none"> • Program 21, <i>Population Geography</i> • Program 2, <i>Boundaries and Borderlands</i> 	<p>* Rubenstein, Chapter 2: Population</p> <p>* Rubenstein, Chapter 3: Migration</p>	<p>4 weeks</p>
<p>III. Cultural Patterns and Processes</p> <p>A. Concepts of culture</p> <ol style="list-style-type: none"> i. Traits ii. Diffusion iii. Acculturation, assimilation and globalization iv. Cultural regions <p>B. Cultural differences</p> <ol style="list-style-type: none"> i. Language ii. Religion iii. Ethnicity iv. Gender v. Popular and folk culture <p>C. Cultural landscapes and cultural identity</p> <ol style="list-style-type: none"> i. Values and preferences ii. Symbolic landscapes and sense of place 	<p>* Rubenstein, Chapter 4: Folk & Popular Culture</p> <p>* Rubenstein, Chapter 5: Language</p> <p>* Rubenstein, Chapter 6: Religion</p> <p>* Rubenstein, Chapter 7: Ethnicity</p>	<p>8 Weeks</p>

- iii. Environmental impact of cultural attitudes and practices

Unit Activities

- Map major and emerging population concentrations and describe demographic characteristics of each
- Field Study: Popular Housing and Observations on Popular Culture: Students illustrate diffusion by observing and then discussing the diffusion of housing and popular culture
- Origin of English: Students are given a list of English words and are asked to identify their origin
- Case Study: Languages on the Brink of Extinction
- Religion Research Project and PowerPoint: Students make PowerPoint's about an assigned religion and present to the class
- Religions Field Trip: Students visit five different places of worship
- Religions Map: Students map religious structures and other local evidence of religion
- Jigsaw Case Study: Ethnic Conflict: Students learn about multiple conflicts and discuss them with their peers

Video Case Studies

- Rubenstein Resources, *Gross National Happiness*
- Rubenstein Resources, *Is Small Still Beautiful?*
- PBS Documentary, *Arab & Jew: Return to the Promised Land*
- Program 20-2, *South Africa: This is My Land*

<p>IV. Political Organization of Space</p> <p>A. Territorial dimensions of politics</p> <ul style="list-style-type: none"> i. Concept of territoriality ii. Nature and meaning of boundaries iii. Influences of boundaries on identity, interaction, and exchange iv. Federal and unitary states v. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment <p>B. Evolution of the contemporary political pattern</p> <ul style="list-style-type: none"> i. Nation-state concept ii. Colonialism and imperialism iii. Democratization <p>C. Changes and challenges to political-territorial arrangements</p> <ul style="list-style-type: none"> i. Changing nature of sovereignty ii. Fragmentation, unification, alliance iii. Supranationalism and devolution iv. Electoral geography, including gerrymandering v. Terrorism <p>Unit Activities</p> <ul style="list-style-type: none"> • Risk: A game or real life?: Students play "Risk" to demonstrate changing countries and boundaries • Mapping countries shapes and boundaries 	<p>* Rubenstein, Chapter 8: Political Geography</p>	<p>5 weeks</p>
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<ul style="list-style-type: none"> • Independent Project: Political Issues: Students choose a political issue to research and present. This project includes mapping activities • Terrorism Webquest: Students use multiple websites to learn about terrorism <p>Video Case Studies</p> <ul style="list-style-type: none"> • Program 3, <i>Supranationalism and Devolution</i> • History Channel Documentary, <i>Inside North Korea</i> 		
<p>V. Agricultural and Rural Land Use</p> <p>A. Development and diffusion of agriculture</p> <ol style="list-style-type: none"> Neolithic Agricultural Revolution Second Agricultural Revolution Green Revolution Modern Commercial Agriculture <p>B. Major agricultural production regions</p> <ol style="list-style-type: none"> Agricultural systems associated with bioclimatic zones Variations within major zones and effects of markets Linkages and flows among regions of food production and consumption <p>C. Rural land use and settlement patterns</p> <ol style="list-style-type: none"> Models of agricultural land use, including von Thunen’s model Settlement patterns associated with major agriculture types Land use/land cover change, irrigation, conservation (desertification, deforestation) <p>D. Modern commercial agriculture</p> <ol style="list-style-type: none"> Biotechnology, including genetically modified plants and animals Spatial organization and diffusion of industrial agriculture Organic farming and local food production Environmental impacts of agriculture <p>Unit Activities</p> <ul style="list-style-type: none"> • Agricultural Products Project: Students trace the origin of the food in their cupboards • Climate Map and Agriculture Map Comparison: Students explain the relationship between climate and agriculture • Field Study: Students look for evidence locally to support von Thunen’s model <p>Video Case Studies</p> <ul style="list-style-type: none"> • Program 12, <i>Small Farms, Big Cities</i> • Program 25-2, <i>Vietnam: Fertile Dreams</i> • Program 16-2, <i>Chile: Pacific Rim Player</i> • Program 12-1, <i>Northern Japan: Protecting the Harvest</i> 	<p>* Rubenstein, Chapter 10: Agriculture</p>	<p>5 Weeks</p>
<p>VI. Industrialization and Economic Development</p> <p>A. Growth and diffusion of industrialization</p> <ol style="list-style-type: none"> Changing role of energy and technology Industrial Revolution Evolution of economic cores and peripheries 	<p>* Rubenstein, Chapter 9: Development</p> <p>* Rubenstein, Chapter 11: Industry</p>	<p>5 Weeks</p>

<ul style="list-style-type: none"> iv. Geographic critiques of models of economic localization (i.e. bid rent, comparative costs of transportation), industrial location, economic development and world systems <p>B. Contemporary patterns and impacts of industrialization and development</p> <ul style="list-style-type: none"> i. Variations of levels of development ii. Deindustrialization and economic restructuring iii. Globalization and international division of labor iv. Natural resources and environmental concerns v. Sustainable development vi. Local development initiatives: government policies vii. Women in development <p>Unit Activities</p> <ul style="list-style-type: none"> • Google Earth: Utah agricultural and industrial patterns: Students use Google Maps to compare and contrast agricultural and industrial patterns in Utah • Economic Development Map: Students compare different indexes of development for developed and developing countries <p>Video Case Studies</p> <ul style="list-style-type: none"> • Program 5, <i>The Transforming Industrial Heartland</i> • Program 18, <i>Oil and Water</i> 		
<p>VII. Cities and Urban Land Use</p> <p>A. Development and Character of Cities</p> <ul style="list-style-type: none"> i. Origins of cities ii. Rural-urban migration and urban growth iii. Global cities and megacities iv. Suburbanization and edge cities <p>B. Models of urban systems</p> <ul style="list-style-type: none"> i. Rank-size rule ii. Central place theory iii. Gravity model <p>C. Models of internal city structure</p> <ul style="list-style-type: none"> i. Concentric zone model ii. Sector model iii. Multiple-nuclei model iv. Changing employment mix v. Changing demographic and social structures vi. Uneven development, ghettoization and gentrification <p>D. Built environment and social space</p> <ul style="list-style-type: none"> i. Housing ii. Transportation and infrastructure iii. Political organization of urban areas iv. Urban planning and design v. Patterns of race, ethnicity, gender, class <p>Unit Activities</p> <ul style="list-style-type: none"> • Case Study: Urban planning, The world's first carbon emissions free city: Students learn about the Masdar project in Dubai and make comparison between patterns of settlement • Independent Project: Analyzing Urban Patterns: Students map the layout of downtown and compare it to a classic model 	<p>* Rubenstein, Chapter 12: Services</p> <p>* Rubenstein, Chapter 13: Urban Patterns</p>	<p>4 Weeks</p>

Video Case Studies <ul style="list-style-type: none"> • Program 24, <i>Cityscapes, Suburban Sprawl</i> • Program 12-2, <i>Tokyo: Anatomy of a Mega-City</i> • Program 16-1, <i>Sao Paulo: The Outer Rim</i> 		
VIII. AP Exam Review, Test Date: Friday, May 13, 2011 <ul style="list-style-type: none"> A. Unit Reviews B. Free Response Practice Test C. Multiple Choice Practice Test D. Map practice and review of reading, analyzing, interpreting, and using maps in geography 		2 Weeks

Course Expectations:

- Only students who are **highly motivated** and have a strong desire to learn should enroll.
- **Attendance** is essential. There is a direct correlation between the percent of students who pass the AP test and those who attend class regularly.
- Students will complete **quality work** on time.
- Students will maintain acceptable **citizenship** grades of “H” or “S.”

Grading Procedures:

Students will be assessed on performance in several areas including assignments, tests/quizzes, projects and participation/class work.

<i>Assignments</i>	45%
<i>Tests/Quizzes</i>	45%
<i>Participation/Class work</i>	10%

Student grades are assigned as indicated below:

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	84-86%	C	74-76%	D	64-66%
		B-	80-83%	C-	70-73%	D-	60-63%

Recommended Resources:

- It is strongly recommended (but not required) that you buy an AP Human Geography Test Prep book to assist in your preparation for the test. There are many found in local bookstores and online.
- Textbook Website:
http://wps.prenhall.com/esm_rubenstein_humangeo_10/ (log-in required)
- Information about the AP Test and Sample Questions:
http://www.collegeboard.com/student/testing/ap/sub_humangeo.html?humangeo