Course:

AP Human Geography

Text:


What is human geography and how does it differ from world geography?

An introductory college course in human geography is generally one year in length, with some variation among colleges. An AP Human Geography course need not follow any specific college course curriculum. Rather, the aim of an AP course is to provide the student with a learning experience equivalent to that obtained in most college-level introductory human geography courses.

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Among the main topics of study this course focuses on the distribution, processes, and effects of human populations on the planet. Official units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography with a focus on geographic models and their applications. The main purpose of the course is to utilize geographic processes to systematically study and understand spatial patterns that are evident in the world in which we live.

Teaching Strategies and Expectations

This is an AP course, and therefore, YOU MUST READ. This course is taught as a survey course and as such students are expected to keep up with readings and be prepared for classroom discussion. Periodic reading quizzes requiring a summary of the assigned readings are given to ensure students meet these responsibilities. In the area of instruction this course features a mixture of lectures and student activities.

There are two types of writing assignments utilized in the course. All Chapter and Unit tests include free-response questions (Essays) since those questions represent fifty percent of the AP Exam. Students are also assigned free-response questions periodically over the course of the school year. Responses are graded using a scoring guideline similar to that, which is used to score the AP Exam.

Goals

1. Interpret maps and analyze geospatial data.
2. Understand and explain the implications of associations and networks among phenomena in places.
3. Recognize and interpret the relationships among patterns and processes at different scales of analysis.
4. Define regions and evaluate the regionalization process.
5. Characterize and analyze changing interconnections among places.

Books Used in Class Lessons and Class Readings

The Geography of Bliss by Eric Weiner
Guns, Germs, and Steel and Collapse: How Civilizations Choose to Fail or Succeed by Jared Diamond
Why Geography Matters: More Than Ever by Harm de Blij
Hungry Planet by Peter Menzel and Faith D’Aluisio
The Ends of the Earth and The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate by Robert D. Kaplan

Web Sites / Video Series
Subject Matter and Outline

Chapter 1: Introduction to Human Geography (20 Days)
The student will:
- Identify how geographers look at the world.
- Identify and apply the key concepts underlying geographical perspective including location, space, place, scale, pattern, regionalization and globalization.
- Apply geographic skills including how to use and think about maps and spatial data, how to understand and interpret the implications of the association among phenomena in places, how to recognize and interpret at different scales the relationships among patterns and processes, how to define regions and evaluate the regionalization process, and how to characterize and analyze changing interconnections among places.
- Analyze the use of geographic technology such as GIS, remote sensing, and GPS.
- Identify the sources of geographical ideas and data, including the field, census data, and satellite imagery.

Activities to include, but not limited to:
1. Map Activities- students will use and interpret maps, data sets, and geographic models. GIS, aerial photos, and satellite images will be analyzed.
2. Create a world map through mental mapping using nothing but paper and glue (no scissors) in small groups from memory.
3. Geography of a Pencil Activity from National Geographic Society

Chapter 2: Population and Chapter 3: Migration (20 Days)
The student will:
- Conduct geographical analysis of population using density, distribution, scale, age, sex race, and ethnicity.
- Analyze the implications of various densities and distributions.
- Analyze how natural hazards affect population past, present, and future.
- Define key demographic terms, such as infant mortality rate, doubling time, population composition.
- Explain theories of population growth including the demographic transition model, Malthus and Malthus's critics.
- Explain regional variations of demographic transitions.
- Analyze patterns of fertility, mortality, health, and population policies and how they affect the level of development of a nation.
- Analyze the theories of migration, including push and pull factors, human capital, and life course.
- Analyze major voluntary and involuntary migrations at different scales including international migration, refugees and internal migration.
- Evaluate the socioeconomic consequences of migration.

Activities to include, but not limited to:
1. Obituary Activity- using obituaries from newspapers, plot on a map where they were born and where they died. Have students analyze the patterns and relate them to migration trends.
2. Guns, Germs, Steel Documentary
3. 30 Days: Immigration
4. What People in the World Eat? Activity

Chapter 4: Local Culture, Popular Culture, and Cultural Landscapes, Chapter 5: Identity: Race, Ethnicity, Gender, and Sexuality, Chapter 6: Language and Chapter 7: Religion (30 Days)
The student will:
• Identify the concepts of culture, including traits, diffusion, acculturation, assimilation, globalization and cultural regions.
• Analyze cultural differences at various scales according to language, religion, ethnicity, and gender.
• Analyze the geographic pattern of popular and folk cultures.
• Identify how culture is expressed in landscapes and how cultural landscapes represent cultural identity.
• Identify the environmental impacts of cultural attitudes and practices.

Activities to include, but not limited to:
1. Film clips depicting folk and popular cultures
2. “Russell Simmons and Rap Music” The Persuaders PBS Series
3. Globalization101.org activity
4. Personal family interview – cultural diffusion
5. The Linguists w/ language activity
6. Universalizing and ethnic religions
7. “The Singhsons” clip on identity
8. Case study – Rwanda using Ghosts of Rwanda
9. Ethnicity/nationality comparison

Chapter 8: Political Geography (10 Days)
The student will:
• Identify the nature and significance of territoriality at different scales.
• Analyze the meaning of boundaries and state shapes and how they influence identity, interaction, and exchange.
• Identify the differences between federal and unitary systems of government.
• Analyze the inconsistencies between maps of political boundaries and maps of ethnicity, economic, and environmental patterns.
• Identify the forces that shape the world political map, including nation-states, colonialism, imperialism, and democratization.
• Analyze the changing nature of sovereignty, including fragmentation, unification, alliance, supranationalism devolution, electoral geography (including gerrymandering) and terrorism.

Activities to include, but not limited to:
1. Case Study- the European Union
2. Boundaries between States- the new geopolitical forum
3. Political and military cooperation
4. Where are states located? Use of The Commanding Heights

Chapter 9: Urban Geography (15 Days)
The student will:
• Identify what factors lead to the settlement and growth of cities, including rank-size rule, central place theory and the gravity model.
• Explain variations in city development, including global cities, megacities, suburbanization and edge cities.
• Analyze the models of internal city structure, including concentric zone model, sector model, and multiple- nuclei model.
• Analyze the impact of changing employment mix, changing demographic and social structure, uneven development, ghettoization, and gentrification on urban development.
• Describe how differing economic systems and cultural values can lead to variations in the spatial structures and landscapes of urban areas, including housing, transportation, infrastructure, political organization, and urban planning.

Activities to include, but not limited to:
1. Visual presentation of the three models of urban structure
2. The Urban Game
3. Inner cities, edge cities and slums analysis including ghettoization
4. Inner city problems
5. PRB data analysis and synthesis using primary source data
6. Scavenger Hunt- Sense of Place: El Paso
Chapter 10: Development and Chapter 12: Industry and Services (20 Days)
The student will:
• Analyze the ongoing nature of the Industrial Revolution including the changing roles of energy and technology and the evolution of economic cores and peripheries.
• Identify the geographic critiques of models of economic localization, industrial location, economic development and world systems.
• Identify contemporary patterns and impacts of industrialization and development, including spatial organization of the world economy, variations in levels of development, deindustrialization, economic restructuring, globalization, and international division of labor.
• Identify the impact of local initiatives, government policies and the role of women on economic development.
• Analyze how natural resources, environmental concerns, and sustainable development impact economic development.

Activities to include, but not limited to:
1. Students develop a plan to attract an industry to their area
2. Human Development Index activity
3. “T Shirt Travels” PBS Productions
4. Obstacles developing countries face
5. Examine pros and cons of outsourcing “The Other Side of Outsourcing”
6. Case study – Wal-Mart and core/periphery on both sides of global question
7. Rostow's model of development
8. Central Place Theory

Chapter 11: Agriculture (20 Days)
The student will:
• Trace the development and diffusion of agriculture, including the Neolithic Agricultural Revolution, Second Agricultural Revolution, Green Revolution, and Modern Commercial Agriculture.
• Identify the characteristics and interactions of the world agricultural regions.
• Analyze rural land use and settlement patterns, including the von Thunen model, settlement patterns associated with major agriculture types, land use/land cover change, irrigation, conservation, desertification, and deforestation.
• Analyze modern commercial agriculture, including biotechnology, spatial organization, and diffusion of industrial agriculture, organic farming, local food production, and environmental impacts of agriculture.

Activities to include, but not limited to:
1. Origins of Agriculture / Hearths
2. Agricultural regions in MDCs / LDCs
3. Case study – McDonald’s policy of using local agriculture, influence on developing countries
4. Applying agricultural models to contemporary situations
5. Google Earth activity identifying land use patterns
6. “King Corn” film clips on agribusiness

Chapter 14: Globalization and the Geography of Networks (20 Days)
The student will:
• Use examples of human welfare indicators to distinguish between relatively developed and less developed countries.
• Use examples of economic indicators to classify countries as less developed or relatively developed.
• Draw the Brandt line on a world or regional map.
• Compare and contrast different theories and models of economic development and the relationship between less developed and relatively developed countries.
• Provide examples of the different sectors of a country’s economy and explain the economic relationship between them.

Activities to include, but not limited to:
1. Case Study- The Hunger Games: Districts
2. Geography of Bliss- Reading and Summary
3. Globalization of East Asia
4. The World Is Flat- Reading and Summary

Unit Overviews
For each Unit the student must do the following:

1. Define a list(s) of vocabulary. The lists are from the College Board AP Central Human Geography web site: *Vocabulary Lists for AP Human Geography Units* by Martha Sharma
2. Complete a quiz on each Vocabulary List.
3. Complete a unit project. Details on these projects are listed with each unit.
4. Complete outlines for each chapter covered on the Unit Test.
5. Complete a Unit Test. The Unit Tests are multiple choice questions and short essay. They are the same format as the AP Human Geography Test.

**Assessment**

The assessment of students’ performance is based on tests, quizzes, short papers, free-response questions, essays, class projects, and daily participation. Students should expect to have some form of homework and/or reading every evening.

Unit exams include two parts: a 35-45 minute timed multiple-choice section, followed by a 25-45 minute free response section that usually involves answering two essay questions.

In order to achieve a high level of excellence in the course, students will be expected to spend a significant amount of time outside of school to prepare for class.