

Advanced Placement Human Geography
Woodland High School
Instructor: Okrutny, Amanda

AP Human Geography Syllabus

- Pre-requisites: There are no pre-requisites to enrolling into AP Human Geography.
- Targeted student population: The course is mainly offered to freshman, although a student of any level may enroll in the class.
- Entry requirements: teachers may recommend students, however no recommendation or requirements are needed to take AP Human Geography.

Course Overview

AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and locally in my state. CD-ROM and Internet activities 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 Earth's surface.
- To learn about and employ the methods of geographers, especially including observation, map making, 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 in local areas.
- To develop a geographic perspective with which to view the landscape and understand current events.

Texts and Study Materials

DeBlij, H. J, Alexander Murphay, Erin H. Fouberg. *Human geography People, Place and Culture*. 8th ed. N.J.: Wiley, 2007.

Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 4th ed. New York: John Wiley, 2006.

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

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 7th ed. Upper Saddle River, N.J.: Prentice Hall, 2003.

I use additional textbook to prepare my lecture.

Course Planner

I. Introduction: The Nature of Geography (4 weeks)

- A. Define geography, human geography; explain the meaning of the spatial perspective.
- B. Explain how geographers classify each of the following and provide examples of each:
 - 1. distributions
 - 2. locations
 - 3. regions
- C. Identify how each of the following plays a role in mapmaking:
 - 1. simplification
 - 2. categorization
 - 3. symbolization
 - 4. induction
- D. Identify types of scale and projections used in mapmaking; identify advantages and disadvantages of different projections.
- E. Distinguish between different types of maps and mapped information (e.g., dot distribution, choropleth, cartogram, etc.) and provide explanations of strengths and weaknesses of each.
- F. Become familiar with the Physical process that effect humans and the difference between physical determinism and possibilism.
- G. List different types (models) of diffusion and provide examples/illustrations of each in the real world.

Required Reading and Activities:

- Rubenstein, Chapter 1: “Thinking Geographically”
- Kuby, Chapter 1: “True Maps, False Impressions”
- Rubenstein, Appendix, pp. 488–93
- Map Projection web activity:
 - <http://www.nationalgeographic.com/features/2000/exploration/projections/index.html>
- Travel activity using mathematical locations and time zones.
- Climograph Activity
- Current Event Journal
- Thematic mapping activity: World climate and vegetation map.
- Online Study:
 - About AP Human geography.
www.collegeboard.org/ap/geography/index.html
 - About Human/Cultural Geography.
http://geography.about.com/od/culturalgeography/Cultural_Geography.htm
- Video Case Studies: Power of Place DVD segments:
 - One Earth, Many Scales; Lost in Space? Geography Training for Astronauts
 - Boundaries and Borderlands; Twin Cities, Divided Lives

II. Population (4 weeks)

- A. Map major and emerging population concentrations and describe demographic characteristics of each.
- B. Consider the concepts of ecumene and nonecumene and consider:
 1. Why do most people live where they do?
 2. For what reasons have humans historically avoided certain areas?
 3. Where do non-examples of each exist? Why?
- C. Calculate arithmetic, agricultural, and physiological densities and describe the strengths and weaknesses of each for demographic analysis.
- D. Explain the elements of a population pyramid and distinguish between characteristic shapes.
- E. Explain the demographic transition model:
 1. What are its components?
 2. Which countries does it describe in each phase?
 3. Why might it not predict the future for developing countries today?
- F. Define key demographic terms and identify regions in which high and low extreme examples of each can be found.
- G. Concerning natural hazards, do the following:
 1. list various types of natural hazards and disasters
 2. map the areas most affected by them
 3. compare with the map of population distribution

Required Reading and Activities:

- Rubenstein, Chapter 2: "Population"
- Kuby, Chapter 7: "The Hidden Momentum of Population Growth"
- Population Activities
 - Population riddles for understanding.
 - Population Density Activity
 - Population Pyramids
- Local population demographic study using U.S. Census, and GIS.com
- Population Reference Bureau analyzing the annual data chart lessons 1 & 2
- Online Study:
 - About population growth in the world. www.prb.org
 - Census Bureau. www.census.gov
- Video Case Studies:
 - Human Geography: Population Transition in Italy; Produced by the BBC for The Open University in Great Britain. 1996.

III. Movement (2 weeks)

A. Distinguish between and give characteristics of the following types of human movement:

1. circulation and migration
2. forced and voluntary migration
3. push and pull factors

B. Discuss the contributions of Ravenstein to the study of human movement and migration.

Use the gravity model to predict migration and evaluate its efficiency

and usefulness.

- C. Map specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each.
- D. Characterize a refugee and refugee populations.
- E. Discuss the migration history of the United States through the following:
 - 1. immigration history
 - 2. immigration policy
 - 3. historic and contemporary streams of migration
 - 4. internal migration patterns
- F. Explain how distance decay, intervening obstacles, and migration selectivity factors affect migration and circulation patterns.
- G. Correlate migration patterns to the demographic transition model.

Required Reading and Activities:

- Rubenstein, Chapter 3: “Migration”
- Kubly, Chapter 4: “Newton’s First Law of Migration”
- Migration stories from EllisIsland.com charting push and pull factors.
- Current Events Journal Writing Exercise
- Online Study:
 - About Migration and Identity.
www.learner.org/resources/series85.html#program_descriptions click on Video on Demand for “A Migrants Heart”
- Video Case Studies:
 - Power of Place Program 2-1, U.S.: Operation Hold The Line
 - Power of Place Program 14-1, Mexico: Motive to Migrate

IV. Folk and Popular Culture (2 weeks)

- A. Define culture and cultural geography.
- B. Compare and contrast the following aspects of folk and popular culture:
 - 1. origins
 - 2. methods of diffusion
 - 3. culture regions
- C. Examine specific examples of folk culture and regions.
- D. Examine examples of specific popular cultural traits and discuss their diffusion.
- E. Discuss ways in which cultural traits are affected by and affect the natural environment.
- F. Discuss the role of racism and ethnocentrism in the understanding of the cultural landscape.
- G. Differentiate between race and ethnicity

Reading Assignments and Activities

- Rubenstein, Chapter 4: “Folk and Popular Culture”
- Comparison: Amish vs. Hutterites
- History of The Diffusion of McDonalds
- Online Study:
 - www.tolerance.org

V. Language (2 weeks)

- A.** Discuss the importance and role of language as an element of culture.
- B.** Explain how languages are classified and related.
- C.** Map the distribution of major language families worldwide.
- D.** Show the division of Europe into the following language groups and give specific examples from major groups:
 - 1. Germanic
 - 2. Slavic
 - 3. Romance
- E.** Describe the following characteristics of English:
 - 1. origin and historical development
 - 2. worldwide diffusion
 - 3. spatial variation
 - 4. role in cultural convergence
 - 5. Explain the how, why, and where of language change.
- H.** Discuss the regional and local variety in language using the following terms:
 - 1. slang
 - 2. isogloss
 - 3. accent/dialect
- F.** Explain how toponyms are derived and classified and give various examples.

Required Reading and Activities

- Introduction to language webquest
- Language v. Speech Activity and writing exercise
- “Should We Have English Only Laws”—essay writing exercise
- Video Case studies: Program 10-1, Quebec: An Island of French

VI. Religion (2 weeks)

- A.** Identify the following characteristics of all major religions:
 - 2. point of origin
 - 3. method of diffusion
 - 4. current distribution
 - 5. landscape expression
- B.** Map the religious regions of the United States.
- C.** Discuss the major branches, their origins, and their current distributions of the five major religions
- D.** Distinguish between ethnic and universalizing religions:
 - 1. holy sites
 - 2. holy days
 - 3. methods of diffusion
- E.** Describe ways in which the environment influences religion and ways in which religions affect the natural environment.
- F.** Discuss various specific religious conflicts around the world in terms of the following:
 - 1. religion versus politics
 - 2. religion versus religion—interfaith conflicts
 - 3. religion versus religion—intrafaith conflicts

Required Reading and Activities:

- Rubenstein, Chapter 6: “Religion”
- Program 17-1, *Jerusalem, Sacred Space Under Siege*
- Promises; The Promises Project, 2000
- Six Religions Project
- House of Faith Field Notes
- Current Events Journal: Dalai Lama Visits Atlanta Georgia,
www.dalailama.emory.edu

VII. Ethnicity (2 weeks)

- A. Describe the distribution of major ethnicities within the United States:
- B. identify states/regions in which they are clustered
- C. identify regions in which they are mostly absent
 - 4. provide reasons for the present distribution
 - 5. Examine case studies of ethnic conflicts from different regions.
 - 6. Consider ways in which gender-related issues are expressed spatially, particularly:
- D. economic roles and activity
- G.** health and reproduction
- H.** level of education
- I.** Discuss various nation-state configurations and illustrate them with examples:
 - 7. nation-state
 - 8. part-nation state
 - 9. multinational state
 - 10. stateless nation

Required Reading and Activities:

- Rubenstein, Chapter 7: “Ethnicity”
- Program 8-1, Dagestan: Russia’s Southern Challenge
- Program 19-1, *South Africa: This Is My Land*
- Darfar background reading with questions.
- Sri Lanka background reading with questions.

VIII. Political Geography (4 weeks)

- A. Differences between a State and a Nation
- B. Boundaries
- C. Boundary Problem
- D. Cooperation between States
- E. A Look at Terrorism

Required Reading and Activities

- Rubenstein – Chapter 8 – “Political Geography”
- Kuby. Chapter 13 “Breaking Up is Hard to Do: Nation, States, and Nation-States”
- Video – Power of Place – Devolution and Supranationalism, Strength to Overcome, Developing Countries

- Geopolitical Activity – Geopolitical theory readings and understanding choke points, mapping of geopolitics and questions
- Terrorism Project and Seminar Activity
- Boundary Activity – Clash of Civilization article and questions

IX. Development (2 weeks)

- A. Economic, Social, and Demographic Indicators
- B. More Developed Regions versus Less Developed Regions
- C. Obstacles to Development

Required Reading and Activities:

- Rubenstein, Chapter 9: “Development”
- Kuby, Chapter 7: “Rags and Riches: The Dimensions of Development”
- Activity – How to Live on \$500 a Year. populationeducation.org
- 9 nations of North America
- Videos – Power of Place: Changes on Chang Jiang, Booming Maritime Edge, The Mainland, Regions and Economies
- Online Study: About Global Poverty. www.worldbank.org/poverty

X. Agriculture and Rural Land Use (3 weeks)

- A. Agricultural Hearths
- B. Classification of Agricultural Regions
- C. Agriculture in Less Developed Countries
- D. Agriculture in More Developed Countries
- E. Economic Issues Involving Agriculture
- F. Rural Land Use
- G. Rural Landscape Analysis

Lecture Notes: Geography of Modern Agriculture from David A. Lanegam, Macalester College, St. Paul Minnesota, 2005.

http://www.macalester.edu/geography/courses/geog111/Lanegran/modern_ag.pdf

Required Reading and Activities:

- Rubenstein, Chapter 10: “Agriculture”
- Kuby, Chapter 10: “Food for Thought: The Globalization of Agriculture”
- Rural Land Use Project – requires fieldwork
 - Groups of students are assigned different section of the county to explore, observe, and collect data. Then they analyze the data they collected and give presentations. The presentations must include a map of their data. This can be hand drawn, and aerial photo with explanation, or a GIS generated map. They must apply the principles of Von Thunens Model in their analysis.
 - Activity:
- What’s Grown Here – Look at food production in the USA with mapping activity
- Writing Activity: 2001 Free Response Question: Green Revolution
- Video – Power of Place: 1. Small Farms, Big Cities. Urban and Rural Contrast

- Online Study: Guns, Germs and Steel. www.pbs.org/gunsgermssteel/

XI. Industrialization (3 weeks)

- A. Origins of Industrial Revolution
- B. Distribution of Industry
- C. Situation Factors and Site Factors
- D. Weber's Industrial Location Model
- E. Obstacles to Optimum Locations
- F. Problems Faced by Industry
- G. A Look at NAFTA

Required Reading and Activity:

- Rubenstein, Chapter 11: "Industry"
- Kuby, Chapter 6: "Help Wanted: The Changing Geography of Jobs"
- Study of a nearby town, to observe and evaluate the site, the situation, and the types of industry
- Writing Activity: 2004 Free Response question: Poultry Production and the restructuring of Agriculture
- Follow-up includes a discussion of the relocation of a local industry and consideration of the differences between the original industry and the new replacement industry in terms of jobs, wages, and impact on the local economy and landscape.

XII. Settlement and Services (2 weeks)

- A. Where Services Originated
- B. Rural Settlements
- C. Distribution of Services
- D. Central Place Theory
- E. Market Area Analysis
- F. Business Services in Large Settlements
- I. Central Business District

Required Reading and Activities:

- Rubenstein, Chapter 12: "Services"
- Kuby, Chapter 9: "Take Me Out o the Ball Game: Market Areas and the Urban Hierarchy"
- NFL Activity

XIII. Urban Patterns (2 Weeks)

- A. Origin and Location of Urban Areas at Multiple Scales
- B. Urban Models
- C. Problems of Inner Cities
- D. Problems in Suburbs

Required Reading & Activities:

- Rubenstein, Chapter 13: "Urban Patterns"
- Field Trip to a nearby city to analyze urban patterns

XIV. Resource Issues (1 week)

- A. Fossil Fuel Depletion

- B. Source of Pollution
- C. Global Food Resources
- D. World Oil Transit Chokepoints

Required Reading and Activities:

- Rubenstein, Chapter 14: “Resource Issues”
- Kuby, Chapter 14: “Preserving the Planet: Human Impact on Environmental Systems”
- Resource mapping
- Writing Activity: Current events news journal

XV. Review for AP Human Geography Exam

Classroom Policies and Procedures

A. Materials: All students are expected to bring their text, a pen and a two inch three-ring binder with dividers loaded with filler paper to class each day unless otherwise stated.

B. Attendance:

1. all students are to be in their seats and ready to begin work when the bell rings. “Ready to begin” means no food, drinks, hats, walkman, beepers, telephones, or any other annoying electronic devices. Your textbook and your notebook should be ready for action, and your homework prepared for collection.
2. Tardiness will result in disciplinary action.
3. Any student with an excused absence from class is responsible for all work missed. It is your responsibility to make up work that you missed. Make arrangements with classmates to get the day’s notes, or talk to me on the day that you return to class.
4. Unexcused absences will not be tolerated. Such absences will result in a grade of “0” on the day’s work and on assignments due on the day of the unexcused absence and disciplinary action in accordance with school policy.

C. Participation

1. Students are expected to participate in all classroom debates and discussions. The time given over to discussion provides an opportunity for students to think through their ideas and learn from other in the class.
2. Follow the rule of common courtesy – allow other to speak. Do not use vulgar, profane, degrading or condescending language. Remember that you earn respect by showing respect to others.
3. Asking permission to use the lavatory does not constitute class participation. Only emergencies should require you to leave the classroom during class time.

D. Assignments

1. Homework is due at the beginning of class so do not plan on finishing it during class. Late homework assignments will not be accepted unless you have an excused absence. If you miss class because you are late to school or because you are dismissed early, then it is your responsibility to give me the assignment during the day that you are present at the school.

2. Essays and research assignments are due as indicated. Late assignments, other than homework, will be accepted but will receive a penalty for each day the assignment is late. You will know well in advance when major assignments are due so plan accordingly.

3. Homework assignments may be written on white lined paper (8 ½ X 11) with your name, date and class period in the upper right corner. Use filler paper as these assignments will be added to your portfolio/notebook. Assignments turned in on paper torn from a wire ring notebook will not be accepted. Take pride in your work. Use blue or black ink. Pencil is allowed and required on multiple choice tests only. No essays will be graded that are completed in pencil. Take home essays and other longer assignments must be typed in Times New Roman 12pt font on standard white paper.

E. Quizzes and Tests

It is your responsibility to make up quizzes and tests that you missed due to an excused absence. No make up exams will be given during class time. You will need to make arrangements to make up missed exams before or after school with me. You will only be excused from a scheduled test if you have been absent from school for two or more consecutive days before the exam.

F. Other Policies

1. This classroom is where I spend my day. I expect that you will treat the room and its contents with respect. Many of the items available for your use are my personal property.

2. In the event that a substitute teacher is present, I expect you to be as respectful and cooperative as you are when I am in the classroom. Substitutes will collect all homework and in-class assignments. These assignments will be graded.

3. The proper rules of conduct and all school rules apply at all times.