

Advanced Placement Human Geography
Brookings High School
Instructor: Lee Schmidt

Course Description

A one-semester class recommended for students grades 10-12. Prerequisite to this class is to have taken and successfully passed Geography I. The purpose of this class is twofold: 1) to give high school students an opportunity to take a college level geography course, 2) to prepare students to successfully pass the A.P. exam. Human geography gives us a tool to understand the dynamics of the human world as it pertains to the diversity of ways in which humans occupy and use our earth. Geography is the methodology that helps us make sense about; what is where, why there, and why is it significant. Class format will involve lecture, small group and large group discussions, the writing of AGK's (Applying Geographic Knowledge), and various media sources. Students can expect that there will be a great deal of out of class reading, writing assignments, and computer use to research geographic concepts and themes.

Resources

de Blij, H.J., and Alexander B. Murphy. Human Geography: Culture, Society, and Space. New York: John Wiley and Sons

A. Steele Becker/Jacqueline V. Becker. Human Geography: Culture, Society, and Space. Student Companion

Nystrom Desk Atlas

Various A.P. Human Geography Texts

Course Goals

1. Use and think about maps and spatial data.
2. Understand and interpret the implications of associations among phenomena in places.
3. Recognize and interpret at different scales the relationships among patterns and processes.
4. Define regions and evaluate the regionalization process.
5. Characterize and analyze changing interconnections among places.

Course Requirements

1. The course provides a systematic study of human geography, including the following topics outlined in the Course Description:
 - Nature of and Perspectives on Geography
 - Population
 - Cultural Patterns and Processes
 - Political Organization of Space
 - Agricultural and Rural Land Use
 - Industrialization and Economic Development
 - Cities and Urban Land Use
2. The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.
3. The course teaches spatial relationships at different scales ranging from the local to the global.
4. The course teaches students how to use and interpret maps, data sets, and geographic models. GIS, aerial photographs, and satellite images, though not required, can be used effectively in the course.

Assessment Breakdown

Unit Tests 50%

Applying Geographic Knowledge Writings 40%

Discussion Participation 10%

Course Guide

Week One (Part I, Geography, Culture, and Environment, chapters 1- 3)

- Introduction to A.P. Human Geography Syllabus
- Defining geography as a methodology. What is human geography? Examine the fields of geography. What is a Spatial Perspective? Geography and Scale. (CR1)
- Relative and Absolute Location. How does relative location change over time and space? How does GIS allow us to use geographic information? What role do maps play in addressing environmental issues, human mobility, cultural diffusion, and establishing regions? How developed is your mental map? Is how you perceive a region really accurate? West River vs. East River South Dakota.
- Define culture and how it is acquired. How is culture linked to human geography? What are the components of culture? (cultural regions, cultural traits, cultural complexes, cultural systems, and cultural diffusion) Discuss the origins of culture and how civilizations began and then diffused? (CR2) What advantages does Dr. Jared Diamond suggest that certain cultural hearths had that gave them advantages over other cultural groups? Is Diamond too much of an environmental determinist? What would a cultural determinist do to prove Diamond wrong?
- How has the perception of the earth and its environment changed since people have walked on the moon? What is unique about the Holocene Epoch compared to other interglacial periods? Domestication: root crop vs. cereal grains. Domestication=Urbanization=Specialization=Civilization=Social Stratification (agricultural revolution)

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Week Two

- How did Holocene humanity transform the earth? What does the Koppen-Geiger world climates map indicate about the variety of climates? (CR4) How does this equate into a diversity of cultural landscapes? Review Part One
- Part One Test
- (Part II, Population Patterns and Processes, chapters 4-7) (CR1) Respond to the following question; with a global population of 6.7 billion the world is overpopulated? What is the study of demography?
 - population explosion
 - population change
 - Why is it important to look at population density at different scales? (CR3)

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- What does the World Population Distribution Map (P.56) tell you about global population density? (CR4)
- Arithmetic population density vs. physiologic population density
- Population clusters (East Asia, South Asia, Europe, and North Eastern U.S.) (CR3)
- Global carrying capacity, is there such a concept? Is the earth like a school bus? What has lead to the 5 billion people increase in only 200 years?
 - Impacts on death rate and birth rates
 - linear growth vs. exponential growth
 - Maltusians (Thomas Malthus)
 - population pyramids and what they tell us about populations
 - How does the fertility rate of Native Americans in South Dakota differ from that of the general populace? (CR3)
 - Compare the World Birth Rate Map (p72) with the World Mortality Map (p74). What patterns do you find?
- What factors have caused some states to increase in population while others are now facing declining numbers? What problems are associated with scenario?
 - Second Agricultural Revolution and Europe's population increase
 - Compare Europe's growth to Africa's today
 - Demographic Transition Chart (CR4)

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Week Three

- Where and Why People Move
 - Perception and migration
 - Emigration and immigration
 - Gravity Model
 - Push-pull factors
 - What impact did Katrina have on internal migration?
 - Migratory patterns of the US (p84 A Sense of Scale) (CR4)
 - Voluntary vs. forced migrations
 - If you are a college student, what kind of movement so you represent?
 - Historical look at immigration to the U.S. (chart p.91) (CR4)
 - The refugee problem
- What have all the Asian Tigers done to start their countries down path to greater economic development? What is the population paradox between India and Japan? (CR2)
 - Video (World in the Balance) NOVA
 - Expansive, eugenic, and restrictive population policies
 - Identify two opposing sides to the issue of global population control discussed at Population Conferences.

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- Urbanization without industrialization
 - One-Child Policy
 - Empowering women in patriarchal societies
 - Immigration Laws (Cubans vs. Haitians)
- Part Two Test
- (Part III, The Geography of Language, chapters 8-10) (CR1) Why is Language the cornerstone of culture? How sacred is language? Give some examples of how cultures try to preserve their language. What has the shrinking of the world (small world concept) and globalization done to the world's languages? (CR1)
 - Standard language
 - Dialects
 - Origins of languages
 - Indo-European languages
 - English vs. Chinese and lingua franca
 - Regionalizing European languages (map p.116) (CR3)
 - Languages of Africa (map p.121) influence of colonization the spread of Islam
 - Ethnolinguistic areas of China (map p.122) linguistic diversity of the Chinese language
- Tracing Linguistic Diversification
 - Sound shifts and deep reconstruction (CR2)
 - Jones and Grimm's (Proto) Indo-European language
 - Language divergence, convergence, and replacement
 - Diffusion Theories: conquest theory and agricultural theory
 - Renfrew Model
 - Greenberg Hypothesis
 - The impact of literacy on languages

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Week Four

- Why has English become so dominant as a global language? Is English the lingua franca of the world? If so, why? (CR2) Should English become the Official Language of the U.S.?
 - Language and trade
 - Esperanto
 - Swahili
 - Creolization, pidgin
 - Are there any truly monolingual states in the world?
 - Dilemmas of being a multilingual (Quebec, Cyprus, Belgium, South Dakota) (CR3)
 - What does a toponym tell you about time and space?
- Part Three Test
- (Part IV, The Geography of Religion, chapters 11-13) (CR1) Can modern secular and fundamentalist religious communities and countries coexist? What are some examples of how religion shapes

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the cultural landscapes? (CR3) How does religion influence even secular parts of culture?

- Church and state
- Universalizing religions vs. ethnic religions
- What is where, why, and what of it? (Homework) (CR1)
 - Christianity
 - Islam
 - Hinduism
 - Buddhism
 - Shintoism
 - Judaism
 - Sikhism
- Identify the impact of the universalizing religions on the global conflicts of today.
 - Nation of Islam (CR3)
 - Identify some syncretic religions.
 - What has contributed to the rise of secularism?
 - Count the number of churches in the Brookings phone directory. Where are they located around our community how do they influence our cultural landscape? Where did churches originate? What cultural groups of people brought the different denominations to our community? (Germans Norwegians, Italians, etc) (CR3)
 - Why do most religions practice ethnocentrism? Are some religions much more inclusive than others?
- Take a look at the map on Page 178. What explanations can explain why Islam has diffused in the directions that the map shows you? (CR4) How does it differ from the diffusion of Christianity?
 - Religion and conflict
 - Interfaith conflicts: Nigeria, Sudan, African Horn, South Asia, Russia, Yugoslavia (ethnic cleansing)
 - Intrafaith conflicts: Northern Ireland, Iraq, reformation
 - Growing up in eastern Iowa as a protestant family in a 90% Roman Catholic rural area. (personal perspective and how times have changed) (CR3)
 - Fundamentalism
 - Bush Administration and Christian Fundamentalist
 - 9/11

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Week Five

- U.S. religious diversity, can we be tolerant with Muslims that speak out against the U.S.? Do we understand jihad as it pertains to us? What truly is a jihad for a Muslim? Review for Part Four Test
- Part Four Test

- (Part Five, The Political Imprint, chapters 14-17) (CR1) Can Europe create a powerful economic/political union despite concerns about economic and political centralization? Can the United States of Europe replace the United States of America as the dominant force in the world?
 - Explain the modern state system
 - state, nation, nation-state
 - Palestinian statelessness
 - The European Model (history of Europe's evolved political structure)
 - Are there really any nation-states?
- Spatial characteristics of states
 - territory morphology
 - size, shape, relative location, enclaves and exclaves, landlocked countries
 - Evolution of boundaries
 - Types of boundaries
 - natural-political boundaries and cultural political boundaries
 - Richard Hartshorne (origin-based classification of boundaries)
 - nationalism
 - boundary disputes
- Colonial roots to the inequalities of states
 - Economic dimensions of power
 - Immanuel Wallerstein's World-Systems Analysis (core, periphery, and semiperiphery)
 - Geopolitics (Ratzel)
 - MacKinder's Heartland Theory
 - Spykman's Rimland Theory
 - Cold War's end and American hegemony
 - The function of core areas and capital cities
 - Unitary states vs. federal states
 - geography of representative government (voting)
 - gerrymandering
 - centripetal vs. centrifugal forces

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Week Six

- Multinationalism on the map. Compare and contrast NAFTA to the European Union. Why is supranationalism on the rise? Can a state continue to exist without being part of some multi-state organization?
 - international sanctions
 - influence or lack thereof from the United Nations
 - roles of the UN
 - The law of the sea
 - Truman Proclamation
 - EEZ

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- European Supranationalism (euro)
 - A Sense of Scale (Euroregions) (CR3)
 - African Unions, Caribbean Unions, South American Unions, Asian Unions
 - cartels
 - NATO
- New World Order
 - Devolution (CR3)
 - Ethnonational forces (The Scots, Belgium, Yugoslavia, Russia)
 - Economic devolution
 - Globalizations affects on the New World Order
 - Spread of democracy
 - Influence of religion (fundamentalism)
- Part Five Test
- (Part VI, Land and Land Use in the Rural Sector, chapters 18-20) (CR1) Should poor-country commercial farmers be protected against the avarice of the rich markets? What are the five different economic activities?
 - Domestication and the history of farming (CR2)
 - Connection between domestication and civilizations
 - The geography of domesticated plants and animals
 - Was Diamond right about the advantage of geography?
 - Subsistence to commercial farming and the European colonization experience (CR3)
- The Second Agricultural Revolution
 - Europe's change and urban growth
 - Affects of the Industrial Revolution on agriculture
 - Von Thunen's Model (spatial distribution of farming) (CR4)
 - Third Agricultural Revolution (technology)
 - Housing and landscape of farming
 - Environmental influences and building materials
 - Diffusion of housing types in the U.S. (p. 293) (CR4)
 - Villages and village forms
 - Patterns of settlement and land use (Japanese vs. African)

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Week Seven

- Commercialization and the transformation of the Rural sector
 - Commodity exchange created by the colonial era
 - Labor and the plantation system (cash crops) (luxury crops)
 - Wheat vs. rice
- Commercial Livestock, fruit, and grain agriculture (CR2)
 - Rice growing
 - Mediterranean agriculture
 - Illegal drugs (Colombia and Afghanistan)

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- Environmental impacts of agriculture (terracing, slash and burn, overgrazing, fertilizers and pesticides)
- Organic farming
- The Green Revolution
 - IR8 rice
 - Hybrids
 - Biotechnology
 - A Sense of Scale (crop vs. cash crop production)
 - Agribusiness (poultry production) (CR3)
- Part Six Test
- (Part Seven, The Urbanized World, chapters 21-23) (CR1) Should the central city be saved, and should the suburbanites, who commute downtown every day to earn their salaries, help pay for this?
 - Egalitarian societies to stratified societies
 - The history of early urbanization
 - Function and locations of cities (theocratic centers) (CR2)
 - Greek cities (Sparta and Athens)

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Week Eight

- The Roman urban system
 - Infrastructure superiority
 - Preindustrial Europe
 - Urban environment and the Little Ice Age
 - Sjoberg's urban model
 - folk-preliterate
 - feudal
 - preindustrial
 - urban-industrial
 - Primate cities
 - The global spread of urbanization
 - Urban banana gives way to coastal colonial cities
 - Timbuktu (CR3)
 - Colonial riches and mercantile city development
 - manufacturing cities
 - modern cities
 - postmodernism
- Urban geography is the study of the way cities function, their internal structures and systems, their impact on their surroundings, and the external influences on them.
 - Ranking urban centers (megapolis, city, town, village, and hamlet)
 - Urban hierarchy based on urban function (CR2)
 - hinterland
 - Hong Kong's situation (relative location)
 - Paris (megacity)

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- Favorable situation and site of Chicago
- Site of Singapore
- The changing city
 - City personality (“brash” New York)
 - John Borchert (evolution of the American metropolis)
 - the Sail-Wagon Epoch
 - Iron-Horse Epoch
 - Steel-Rail Epoch
 - Auto-Air Amenity Epoch
 - High-Technology Epoch
 - Models of urban structure
 - functional structure of urban areas
 - CBD central business district (CR4)
 - Concentric Model
 - Sector Model
 - Multiple Nuclei Model
 - Urban Realms Model
- Sociocultural influences on urban areas
 - Chinatown
 - Koreatown (Los Angeles) (CR3)
 - Redlining and blockbusting (racial steering)
 - gated communities
 - Urban functions (economic base)
 - basic and nonbasic sectors
 - Multiplier effect
- Central Places (economic reach)
 - Christaller’s central place theory
 - Hexagonal Hinterlands
 - Global urbanization (European urbanization vs. that of the less developed world) How is it different?
 - Megacities of the future
 - Fastest urbanization is in the least urbanized parts of the world
 - Great cities and world metropolitan areas (map p.354) (CR4)
 - Megacities and pull factors
 - Lack of zoning and infrastructure
 - Urban slums (squatter villages)

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Week Nine

- Review Part Six
- Part Seven Test
- (Part VIII, The Roots and Consequences of Industrialization, chapters 24-26) (CR1) How can countries with weak internal business sectors

and large debt-service obligations move forward – and to what degree should the wealthier parts of the world assist them in their struggles?

- Location Theory
- Industrial Revolution
- Weber's Model (least cost theory) (CR2)
 - transportation
 - labor
 - agglomeration

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Week Ten

- Major industrial regions (primary industrial regions)
- Notable shifts to East Asia
- Industrialization through W.W. I (comparative advantage)
- Break of bulk sites (CR2)
- Mid-twentieth-century industrialization
- The future of oil and oil producers
- Alternative fuels
- Asian Tiger Success
- China Revs Up (video) NOVA

Week Eleven

- Late twentieth century and beyond
- Singapore and Hong Kong
- Secondary industrial regions
- Maquiladora (Northern Mexico) (CR2)
- NAFTA
- India
- Developed vs. Developing Countries (underdeveloped?)
- Gross National Product
- Core-Periphery Model (CR4)

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Week Twelve

- Models of development (CR4)
- Liberal Models vs. Structuralist Models
- Rostow's modernization model (CR4)
- Dependency Theory
- Global Disparities
- Globalization and future possibilities
- Review Part Eight
- Part Eight Test

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Week Thirteen

- (Part IX, From Deindustrialization to Globalization, chapters 27-29) (CR1) As we enter an age of unprecedented global interaction, can interdependence be made to work in the interests of human economic, social, and political betterment?
- Global infrastructure has made the world flat (technology)
- Outsourcing jobs
- Labor intensive periphery
- Nike and economic globalization
- Foreign investment (“hot money”)
- World Cities
- Tourism
- Technopoles
- Time-space compression
- Time-space convergence

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Week Fourteen

- Global speed of connections
- Old central cities and shantytowns
- Multicultural societies
- Cores need for migrant workers
- Informal economies
- What to do with decaying central cities?
- Sioux Falls Model (CR2) (CR3)
- 2050 the world may be 75% urban
- deglomeration
- Cultural change in an era of globalization
- “Rising tide of Expectations” (CR3)
- Distinction between folk culture and popular culture
- “Small world” and interdependence (CR3)
- Fundamentalists reaction to globalization
- Review Part Nine
- Part Nine Test

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Week Fifteen

- (Part X, Social Geographies of the Modern World, chapters 30-32) (CR1) Can the smaller world created by transport, information, communication technologies help overcome our world of inequalities? (CR3)
- Food and the Green Revolution
- Nutrition and Diet

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- Population policies
- Medical geography (doctors per thousand)
- Malnutrition and infant mortality rate (map p.482) (CR4)
- Disease control
- Pandemics and epidemics
- AIDS and malaria
- Race and Ethnicity
- Racism
- “Little Cuba”
- Quebec
- Gender inequalities

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Weeks Sixteen-Eighteen

- Depending on when the A.P.Test is given, the remaining time will be spent in preparation for the test.