

2016-2017 Syllabus
AP Human Geography

Course Description:

AP Human Geography is a yearlong course which focuses on the distribution, processes and effects of human populations on the planet. Units of study included 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 Utah. Internet and alternate 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, 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 in local areas.
- To develop a geographic perspective with which to view the landscape and understand current events.

Texts and Study Materials

Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 6th Edition. New York: John Wiley, 2012

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography 11th ed.* Upper Saddle River, N.J.: Prentice Hall, 2010

Honor Code:

The Honor Code will be strictly enforced in this class. Students who plagiarize or cheat on assignments (including essays), quizzes or exams will receive NO CREDIT for that particular assignment, quiz or exam. Offending students will also be subject to disciplinary action in accordance with ELA guidelines.

Electronic Devices Usage:

See Handbook

Course Outline

Weeks 1-3: The Nature of Geography

Reading Assignments

- Rubenstein, Chapter 1: "Thinking Geographically"
- Kuby, Chapter 1: "True Maps, False Impressions"
- Rubenstein, Appendix, pp. A1-A7

Unit Objectives and Activities

1. Define geography, human geography; explain the meaning of the spatial perspective.
2. Explain how geographers classify each of the following and provide examples of each: a) distributions b) locations c) regions
3. Identify how each of the following plays a role in mapmaking: a) simplification b) categorization c) symbolization d) induction
4. Identify types of scale and projections used in mapmaking; identify advantages and disadvantages of different projections.
5. List different types (models) of diffusion and provide examples/illustrations of each in the real world.
6. Distinguish between different types of maps and mapped information (e.g., dot distribution, choropleth, etc.) and provide explanations of strengths and weaknesses of each.

Weeks 4–5: Population

Reading Assignment

- Rubenstein, Chapter 2: "Population and Health"
- Kuby, Chapter 5: "The Hidden Momentum of Population Growth"

Unit Objectives and Activities

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

population distribution d) hypothesize the degree of danger in various regions e) discuss methods that are taken to adapt to these dangers

Weeks 6–7: Movement

Reading Assignments

- Rubenstein, Chapter 3: “Migration”
- Kuby, Chapter 4: “Newton’s First Law of Migration”

Unit Objectives and Activities

1. Distinguish between and give characteristics of the following types of human movement: a) circulation and migration b) forced and voluntary migration c) push and pull factors
2. Discuss the contributions of Ravenstein to the study of human movement and migration.
3. Use the gravity model to predict migration and evaluate its efficiency and usefulness.
4. Map specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each.
5. Characterize a refugee and refugee populations.
6. Discuss the migration history of the United States through the following: a) immigration history b) immigration policy c) historic and contemporary streams of migration d) internal migration patterns
7. Explain how distance decay, intervening obstacles, and migration selectivity factors affect migration and circulation patterns.
8. Correlate migration patterns to the demographic transition model.

Weeks 8-10: Culture

Reading Assignments

- Rubenstein, Chapter 4: “Folk and Popular Culture”
- Kuby, Chapter 2 Layers of Tradition: Culture Regions at Different Scales

Unit Objectives and Activities

1. Define culture and cultural geography.
2. Compare and contrast the following aspects of folk and popular culture: a) origins b) methods of diffusion c) culture regions
3. Examine specific examples of folk culture and regions.
4. Examine examples of specific popular cultural traits and discuss their diffusion.
5. Discuss ways in which cultural traits are affected by and affect the natural environment.
6. Discuss the role of racism and ethnocentrism in the understanding of the cultural landscape.

Weeks 11-112: Geography of Language

Reading Assignment

- Rubenstein, Chapter 5: “Language”

Unit Objectives and Activities

1. Discuss the importance and role of language as an element of culture.
2. Explain how languages are classified and related.
3. Map the distribution of major language families worldwide.
4. Show the division of Europe into the following language groups and give specific examples from major groups: a) Germanic b) Slavic c) Romance
5. Describe the following characteristics of English: a) origin and historical development b) worldwide diffusion c) spatial variation d) role in cultural convergence
6. Explain the how, why, and where of language change.
7. Discuss the regional and local variety in language using the following terms: a) slang b) isogloss c) accent

Weeks 13-14: Geography of Religion

Reading Assignment

- Rubenstein, Chapter 6: “Religion”

Unit Objectives and Activities

1. Identify the following characteristics of all major religions: a) point of origin b) method of diffusion c) current distribution d) landscape expression
2. Map the religious regions of the United States.
3. Discuss the major branches, their origins, and their current distributions for the following religions: a) Christianity b) Islam c) Buddhism
4. Distinguish between ethnic and universalizing religions: a) holy sites b) holy days c) methods of diffusion
5. Describe ways in which the environment influences religion and ways in which religions affect the natural environment.
6. Discuss various specific religious conflicts around the world in terms of the following: a) religion versus politics b) religion versus religion—interfaith conflicts c) religion versus religion—intrafaith conflicts

Weeks 15-16: Ethnicity, Gender, and Geography

Reading Assignment

- Rubenstein, Chapter 7: “Ethnicity”

Unit Objectives and Activities

1. Describe the distribution of major ethnicities within the United States: a) identify states/regions in which they are clustered b) identify regions in which they are mostly absent c) provide reasons for the present distribution
2. Examine case studies of ethnic conflicts from different regions.

3. Consider ways in which gender-related issues are expressed spatially, particularly: a) economic roles and activity b) health and reproduction c) level of education
4. Discuss various nation-state configurations and illustrate them with examples: a) nation-state b) part-nation state c) multinational state d) stateless nation

Weeks 20–22: Political Geography

Reading Assignment

- Rubenstein, Chapter 8: “Political Geography”

Unit Objectives and Activities

1. Explain the concept of state by: a) identifying necessary qualifications and characteristics b) listing examples of states in various regions c) describing quasi-states
2. Describe the problems of multinational states and stateless nations.
3. List advantages and disadvantages of different types of boundaries and provide real-world examples: a) natural/physical boundaries b) cultural boundaries c) geometric boundaries
4. List advantages and disadvantages of different shapes of states and provide examples.
5. Discuss the concepts of imperialism and colonialism and illustrate some of their consequences on the contemporary political map.
6. Define irredentism and devolution and illustrate with examples.
7. Summarize the history of the United Nations and identify issues of current importance regarding it.

Weeks 23–25: Economic Development

Reading Assignments

- Rubenstein, Chapter 9: “Development”
- Kuby, Chapter 7: “From Rags to Riches: The Dimensions of Development”

Unit Objectives and Activities

1. Use examples of human welfare indicators to distinguish between relatively developed and less developed countries.
2. Use examples of economic indicators to classify countries as less developed or relatively developed.
3. Draw the Brandt line on a world or regional map.
4. Compare and contrast different theories and models of economic development and the relationship between less developed and relatively developed countries.
5. Provide examples of the different sectors of a country’s economy and explain the economic relationship between them.
6. economic relationship between them.

Weeks 26–28: Geography of Agriculture—Primary Economic Activities

Reading Assignments

- Rubenstein, Chapter 10: “Agriculture”
- Rubenstein, Chapter 10: “Key Issue 3” “Where is Agriculture Distributed?”

Unit Objectives and Activities

1. Explain how agriculture originated and identify its various hearths.
2. Describe the evolution of agricultural practices from their first use until today. a) Neolithic Revolution b) Second Agricultural Revolution c) Green Revolution and biotechnology
3. Consider how each of the following correlates with specific agricultural regions: a) climate b) terrain c) culture d) situation with regard to world markets
4. Describe and apply the von Thünen model to both small- and large-scale situations.
5. Identify the predominant agricultural practices associated with various regions of the world.
6. Use agricultural practice to differentiate between less developed and relatively developed countries.
7. Compare and contrast different types of rural landscapes and settlements: a) linear villages b) cluster villages c) dispersed settlements.

Weeks 29–31: Geography of Industry—Secondary Economic Activities

Reading Assignments

- Rubenstein, Chapter 11: “Industry”
- Kuby, Chapter 6: “Help Wanted”

Unit Objectives and Activities

1. Explain the Industrial Revolution by: a) describing its origin b) describing its diffusion and current pattern of industrial regions
2. Map regional manufacturing zones in each continent and identify the following for each: a) origin and resources b) current strengths and/or problems
3. Compare and contrast preindustrial, industrial, and postindustrial life and landscape.
4. Describe how site and situation factors influence the location of manufacturing and give examples.
5. Discuss the problems created by or associated with industrialization in: a) developed countries b) developing countries
6. Make graphic models that describe the inputs and connections of various industries.

Weeks 32–34: Urban Geography—Tertiary Economic Activities

Reading Assignments

- Rubenstein, Chapter 12: “Services and Settlements”
- Rubenstein, Chapter 13: “Urban Patterns”

Unit Objectives and Activities

1. Contrast European and North American cities: a) Central business districts b) Suburbs and suburban growth
2. Compare and contrast elements of the following urban models: a) concentric zone b) sector c) multiple-nuclei d) galactic city/edge cities
3. Describe the move of retail and industry to the suburbs.
4. Explain the growth of suburbs in terms of social, transportation, and economic changes.
5. Differentiate between three models of North American cities.
6. Compare and contrast spatial characteristics of cities in the following regions: a) Latin America b) Africa c) Southeast Asia
7. List and evaluate the problems of the inner city.
8. Explain and illustrate important models dealing with the urban hierarchy: a) central-place theory b) rank-size rule and primate cities

Weeks 35–36: Review: I review for the AP Exam by providing students with a copy of the Course Outline from the AP Human Geography Course Description and asking them to define, illustrate, or comment on each item. AP Exam Friday May 12th.