

# AP HUMAN GEOGRAPHY

## *SYLLABUS*

### **INTRODUCTION:**

The Advanced Placement course in geography gives highly motivated students the opportunity to earn college credit in geography while still in high school. More importantly, the content of an AP Geography course helps students develop critical thinking skills through the understanding, application and analysis of the fundamental concepts of geography. Through AP Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will meet the five college-level goals as determined by the National Geographic Standards. They also learn the methods and tools geographers use in their science and practice.

In preparation for the AP Geography examination, this course will be divided into eight sections: nature & perspectives, population, culture, politics, agriculture, urbanization, industrialization, and environmental/social issues. There will be approximately three to four tests per semester, as well as a semester exam. Grades are accrued on a point basis through test scores, quizzes, projects, and class participation. All students enrolled in AP Human Geography will take a benchmark examination at the beginning of the year to illustrate how much they don't know about human geography - and how much they will learn throughout the year.

### **COURSE OBJECTIVES:**

The general themes of AP Human Geography are as follows:

Geography is fundamentally concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes.

Geography looks at the world from a spatial perspective—seeking to understand the changing spatial organization and material character of Earth's surface.

Geographical analysis requires a sensitivity to scale—not just a spatial category but as a framework for understanding how events and processes at different scales influence one another.

Geography is concerned not simply with describing patterns, but with analyzing how they came about and what they mean.

Geography is concerned with the ways in which events and processes operating in one place can influence those operating at other places.

The overall goal of AP Human Geography is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems.

1. Use and think about maps and spatial data sets. Can you find your way out of a paper bag or over to your friends house using a Fresno street guide?
2. Understand and interpret the implications of associations among phenomena in places. What has happened in the Central San Joaquin valley since humans have been here? Why are there so few catholic high schools here in Fresno?
3. Recognize and interpret at different scales the relationship among patterns and processes. Are you local, national or international? What about our soccer program here at McLane HS? Are there any other sports that have local, national and international influence?
4. Define regions and evaluate the regionalization process. Why are there only three major supermarkets in Fresno and how do they compare to other supermarkets around the country? How and why are people in Fresno different than people in Los Angeles or Chicago?
5. Characterize and analyze changing interconnections among places. How will changes and new ideas in one place impact another place? What can we learn from the process of change? How did the House system get to Australia then to the United States? How does an idea/dream become a reality and does it occur the same way in different places?

In addition to the described content, the course will also work to refine important skills. They include analyzing data and writing and presenting written and oral arguments. In order to help students master the ability to write a good essay the course will concentrate on the instruction of several essential skills:

- Effective writing style
- The ability to make arguments
- The ability to evaluate critically and to compare scholarly works
- The ability to synthesize data
- The ability analyze, interpret, and respond to stimulus-based data including charts, graphs, cartoons, and quotes

The course will cover a large amount of content. The study of Human Geography is both historical and contemporary. Therefore, it is essential that students remain aware of what is happening in the world. It is suggested that regular reading of newspapers and news magazines as well as the regular viewing of news broadcasts be maintained throughout the course.

## **TEXTBOOK**

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 10<sup>th</sup> ed. Upper Saddle River, N.J.: Prentice Hall, 2010.

## **SUPPLEMENTAL RESOURCE MATERIALS**

Alagona, Peter S., Meredith Marsh. *How to Prepare for the AP Human Geography Advanced Placement Examination*. Hauppauge, NY: Barron's Educational Services, 2003.

*Activities and Readings in the Geography of the United States*. United States of America: Holt, Rinehart and Winston.

Hart, Diane. *Geography Alive!: Regions and People*. Palo Alto, Calif.: Teachers' Curriculum Institute, 2011.

Hudson, John C. *Goode's World Atlas*. 20<sup>th</sup> ed. N.p.: Rand McNally, 1999.

Steinberg, Philip E., Kathleen Sherman-Morris. *People in Places: A Documentary Case-Study Workbook*. 8<sup>th</sup> ed. Upper Saddle River, N.J.: Prentice Hall, 2005.

*The Power of Place: Geography for the 21<sup>st</sup> Century* series. Video.N.p.: Annenberg/CPB Project, 1996.

The programs in this series are used for the video case studies.

*Human Geography: People, Places and Change* series. Video.N.p: Annenberg/CPB Project, 1996.

## **UNIT I: POLITICAL GEOGRAPHY (2 WEEKS)**

**Reading:** Rubenstein Chapter 8 Political Geography (Cornell notes with vocabulary)

### **Topics**

#### Chapter 8

- Where are states located?
- Where are boundaries drawn between states?
- Why do boundaries between states cause problems?
- Why do states cooperate with each other?

### **Activities & Assessments**

Steinberg, Chapter 8: "European Union Expansion and the Struggle to Define the Eastern Limits of Europe"

Video Case Study: Program 19-1, *Ivory Coast: The Legacy of Colonialism*.

The Age of European Colonies Nystrom Map activity.

Geography Alive!: Chapter 18: New Nation-States from the Old Soviet Empire: Will They Succeed? (TCI Reading notes)

## **UNIT II: THINKING GEOGRAPHICALLY (2 WEEKS)**

**Reading:** Rubenstein Chapter 1 Thinking Geographically (Cornell notes with vocabulary)

### **Topics**

#### Chapter 1

- an exploration of space, place, region, and scale using geography's primary tool, the map
- history of the science of geography as well as an introduction to the modern techniques of the profession (GIS, GPS, and remote sensing, among others).

### **Activities & Assessments**

*Geography: Fields of Study* video

ARGUS Activity B: European Colonialism, working with Site & situation.

Geography Alive!: Chapter 1: The Tools of Geography (TCI Reading Notes)

Geography Alive!: Chapter 2: A Spatial Way of Thinking (TCI Reading Notes)

## **UNIT III: POPULATION (2 WEEKS)**

**Reading:** Rubenstein Chapter 2 Population, pages 45 – 82 (Cornell notes with vocabulary)

### **Topics**

#### Chapter 2

- Where is the world's population distributed?
- Where has the world's population increased?
- Why is population increasing at different rates in different countries?
- Why might the world face an overpopulation problem?

### **Activities & Assessments**

Steinberg, Chapter 2: “Cultural and Economic Impacts of the Demographic Transition in Japan”

Population Distribution Color Map

Video Case Study, Chapter 6: Population Transition in Italy

ARGUS Activity E: Modern refugees – working with Population Pyramids.

Geography Alive!: Chapter 30: China: The World’s Most Populous Country (TCI Reading Notes)

## UNIT IV: MIGRATION (2 WEEKS)

**Reading:** Rubenstein Chapter 3 Migration, pages 83-114; DeBlij. Chapter 3 North America, pages 95-124

### Topics

- Why do people migrate?
- Where do migrants locate?
- What are obstacles facing migrants?
- Why do people migrate within a country?

### Activities & Assessments

Steinberg, Chapter 3: “Immigration in North America and Western Europe”

Argus Activity CX: Waves of Immigration

Video Case Study, Chapter 8: A Migrants Heart

Immigration Laws internet assignment.

Geography Alive: Chapter 8: Migration to the United States: The Impact on People and Places (TCI reading notes)

## UNIT V: CULTURE (2 WEEKS)

**Reading:** Rubenstein Chapter 4 Culture, pages 115-146 (Cornell Notes with vocabulary)

### Topics

Chapter 4

- Where do folk and popular cultures originate and diffuse?
- Why is folk culture clustered?
- Why is popular culture widely distributed?
- Why does globalization of popular culture cause problems?

### Activities & Assessments

Steinberg, Chapter 4: “ Civil Society, Social Movements, and Gender in South Asia”

Postville video – Jewish & American culture. Write a **one-page** reaction paper. Include your answer to the question: “What evidence of culture isolation do you see in Fresno?”

Use a minimum of 5 key words in your paper.

Cultural Landscape Book Project. Make a book of Fresno/Clovis area (or any other city of your choosing) with photos showing Cultural Landscape. You must have an explanation for each photo on the same page (typed). You must have a minimum of ten photos in your book. Include a cover with the title and your names on it. The book should be bound, with the style of your choosing.

Geography Alive!: Chapter 10: Indigenous Cultures: The Survival of the Maya of MesoAmerica. (TCI Reading Notes)

## **UNIT VI: RELIGION (2 WEEKS)**

**Reading:** Rubenstein Chapter 6 Religion, pages 184-224 (Cornell notes with vocabulary)

### **Topics**

- Where are religions distributed?
- Why do religions have different distributions?
- Why and how do religions organize space?
- Why do territorial conflicts arise among religious groups?

### **Activities & Assessments**

Steinberg, Chapter 6: “The Politics of Pilgrimages in the Sacred Spaces of Makkah and Jerusalem”

Major World Religions Map

Religion Comparison internet project.

## **UNIT VII: ETHNICITY (1 WEEK)**

**Reading:** Rubenstein Chapter 7 Ethnicity, pages 225-260 (Cornell notes with vocabulary)

### **Topics**

- Explain the differences between ethnicity and race
- Where are ethnicities distributed?
- The rise of nationalities from ethnicities
- The revival of ethnic identity
- Factors in ethnic competition to dominate nationality
- The overlapping of ethnicities and nationalities
- The issue of ethnic cleansing and where it is occurring in the world

### **Activities & Assessments**

Steinberg, Chapter 7: “Nationalism and Self-Determination in Southwest and Central Asia”

Racial Distribution Map color map

Hotel Rwanda- DVD

Geography Alive!: Ch 23: Resources and Power in Post-Apartheid South Africa (TCI reading notes)

## **UNIT VIII: LANGUAGE (2 WEEKS)**

**Reading:** Rubenstein Chapter 5 Language, pages 147-183

### **Topics**

- Where are different languages used?
- How can languages be logically grouped ?
- Why do languages have distinctive distributions?
- What are the contradictory trends in globalization and local diversity?

### **Activities & Assessments**

Steinberg, Chapter 5: “Language and Policy in Australia and New Zealand”

Major Official Languages Color Map

My Fair Lady - DVD

## **UNIT IX: ENVIRONMENTAL ISSUES (3 WEEKS)**

**Reading:** Rubenstein Chapter 14 Environmental Issues, pages 481-516

### **Topics**

Chapter

- Why are fossil fuel resources being depleted?
- Why are resources being polluted?
- Why are global food resources expandable?

### **Activities & Assessments**

Steinberg, Chapter 14: “Global Warming and Sea-Level Rise in Oceania”

Major use of Land Color map.

Geography Alive!: Chapter 12: Land Use Conflict in the Amazon Rainforest (TCI Reading Notes)

Geography Alive!: Chapter 26: The Aral Sea: Central Asia’s Shrinking Water Source (TCI Reading Notes)

**FINAL EXAM:** 2 hour AP experience - 75 multiple choice and 3 FRQ’s.

## **UNIT X: INDUSTRY (2 WEEKS)**

**Reading:** Rubenstein Chapter 11 Industry, pages 369-403 (Cornell notes with vocabulary)

### **Topics**

#### Chapter 11

- Where did industry originate?
- Where is industry distributed?
- Four regions of industrial distribution: North America, Western Europe, Eastern Europe and Russia, and East Asia.
- Why do industries have different distributions?
- Situation and site factors and obstacles to optimum location
- Why do industries face problems?

### **Activities & Assessments**

Steinberg, Chapter 11: "Export Processing Zones in East and Southeast Asia"

Revolutions In Technology – video

Geography of Poverty and Wealth – article.

Geography Alive!: Chapter 25: Istanbul: A Primate City Throughout History (TCI Reading Notes)

Geography Alive!: Chapter 32: The Global Sneaker: From Asia to Everywher (TCI Reading Notes)

## **UNIT XI: AGRICULTURE (2 WEEKS)**

**Reading:** Rubenstein Chapter 10 Agriculture, pages 335-366 (Cornell notes with vocabulary)

### **Topics**

#### Chapter 10

- Where did agriculture originate?
- Where are agricultural regions in less developed countries?
- Where are agricultural regions in more developed countries?
- Why does agriculture vary among regions?

### **Activities & Assessments**

Steinberg, Chapter 10: "Genetically Modified Foods in Sub-Saharan Africa"

Lecture – Types of Agriculture. Farming Types internet assignment. Use website:

<http://www.europaulva.tk/>.

Argus Activity K: Agricultural regions

Geography Alive!: Chapter 20: Life in the Sahara and the Sahel: Adapting to a Desert Region (TCI Reading Notes)

Geography Alive!: Chapter 27: Waiting for the Rains: The effects of Monsoons in South Asia (TCI Reading Notes)

## **UNIT XII: DEVELOPMENT (2 WEEKS)**

**Reading:** Rubenstein Chapter 9 Development, pages 303-331 (Cornell notes with vocabulary)

### **Topics**

#### Chapter 9

- Where are more and less developed countries distributed?
- Why does development vary among countries?
- Why do less developed countries face obstacles to development?

### **Activities & Assessments**

Steinberg, Chapter 9: “Debt in South America”

Video Case Study, Ch 4: Global Tourism.

Video Case Study Program 8-1: Central and Remote Economic Development.

Ch 7: Consumption Patterns in the United States: The impact of Living Well (TCI Reading Notes)

Ch 21: Micro-entrepreneurs: Women’s Role in the Development of Africa (TCI Reading Notes)

## **UNIT XIII: SERVICES (1 WEEK)**

**Reading:** Rubenstein Chapter 12 Services, pages 407-440 (Cornell Notes with vocabulary)

### **Topics**

#### Chapter 12

- Where did services originate?
- The types and origin of services, and services available in rural settlements
- Why are consumer services distributed in a regular pattern?
- The central place theory
- Market area analysis
- Explain the hierarchy of services and settlements.
- Why do business services locate in large settlements?
- World cities, the hierarchy of business services, and the economic base of settlements
- Why do services cluster downtown?
- The central business district (CBD) concept, and the suburbanization of services

### **Activities & Assessments**

Steinberg, Chapter 12: “Tourism in Central America and the Caribbean”

Megalopolis Nystrom map activity

Central Place Theory internet assignment.

## **UNIT XIV: URBANIZATION (2 WEEKS)**

**Reading:** Rubenstein Chapter 13 Urbanization, pages 443-478

## **Topics**

Chapter 13

- Where have urban areas grown?
- Where are people distributed within urban areas?
- Why do inner cities have distinctive problems?
- Why do suburbs have distinctive problems?

## **Activities & Assessments**

Steinberg, Chapter 13: “Primate Cities of North Africa”

Video Case Study Program 9-1: Inner vs. Edge cities.

Argus Activity H: City to Suburb migration

Geography Alive: Urban Sprawl in North America: Where Will It End?

## **UNIT XV: AP REVIEW AND SPECIAL PROJECT (4 WEEKS)**

Final dates to be determined

In-class exercise: AP released exam multiple choice with immediate discussion and feedback regarding “why this answer?” This will establish a diagnostic baseline for ongoing AP exam review.

Special Project: The Amazing Race

## **TEACHING STRATEGIES**

This is a large lecture course and, as such, the teaching strategies used focus on giving students opportunities to analyze and respond in class, to write mini-essays of 50 words or so reacting to provocative statements, and to do short role-play simulations.

Instructions are given throughout the course on the following:

- Reading Strategies (Cornell Notes, Levels of Questioning, Headings into Questions, TCI reading notes)
- Essay organization diagram for free-response questions
- Essay tasks for AP Exam free-response questions
- List of directive terms used in free-response questions
- Reminders for answering timed essay questions
- Essay frame
- Generic free-response scoring guidelines

## **STUDENT EVALUATION**

Quizzes are given on the reading assignments. Occasional outside-of-class assignments may also count as daily grades.

Test formats are objective (multiple choice) and free-response questions (called essay tests in the Course Syllabus)

Most objective tests consist of 80 to 85 multiple-choice questions and a 30-35-minute essay question, and are timed to approximate the time allowed on the AP Exam.

Homework is accepted before students begin to take the unit exam. The homework consists of unit terms and/or outlines; questions about readings, notations, and/or assigned primary and secondary sources; charts that pertain to the unit (e.g., characteristics, similarities, and differences between regions, urban and rural development, etc.) and applicable historical maps. Well-completed terms and course themes demonstrate a student's effort and most students find this to be indispensable in maintaining a high grade point average.

The semester exam is a requirement of the Human Geography course. It is comprehensive for all material covered during the first semester.

The final exam is a performance-based evaluation that helps students synthesize their learning from the entire year. It consists of a variety of written exercises and cooperative group activities that also help students prepare for the AP Human Geography Exam.

The AP Human Geography Exam is comprehensive, covering material from the entire school year. Students who are enrolled in the AP Human Geography course are expected to take the AP Human Geography Exam. Class time and after school reviews are held prior to the AP Exam. In addition, many students participate in informal study group review sessions.