

# Advanced Placement Human Geography

## Course Syllabus

Mr. Huff

### Teacher Contact Information

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### Course Overview

Advanced Placement Human Geography is a challenging and interesting introduction to the systematic studies of patterns and processes of Earth and how humans interact and alter the Earth to survive. It also examines social organizations and their effects on the environment. The course will spend a majority of its focus on 7 major concepts.

Concept	Multiple Choice Coverage on the AP Exam	Readings	Time
<b>I. Geography: Its nature and perspectives</b>	5-10%	Rubenstein , Ch. 1	4 weeks
<b>II. Population</b>	13-17%	Rubenstein, Ch. 2-3	5 weeks
<b>III. Cultural Patterns and Processes</b>	13-17%	Rubenstein, Ch. 4-7	6 weeks
<b>IV. Political Organization of Space</b>	13-17%	Rubenstein, Ch. 8	5 weeks
<b>V. Agricultural and Rural Land Use</b>	13-17%	Rubenstein Ch. 10, 14 Key Issue #3	4 weeks
<b>VI. Industrialization and Economics Development</b>	13-17%	Rubenstein, Ch. 9, 11, 14 Key Issue #1, 2	4 weeks
<b>VII. Cities and Urban Land Use</b>	13-17%	Rubenstein, Ch. 12-13	4 weeks
<b>Exam Review</b>			2 weeks

### Course Objectives:

- To introduce students to the systematic study of patterns and processes that shaped human understanding, use, and alteration of Earth's surface.
- To employ spatial relationships at different scales ranging from local to the global, geographic vocabulary, and landscape interpretation to a variety of locations and situations around the world and in our local area.
- To learn about and employ the methods of geographers; including observation, mapmaking, gathering and reporting data, and technical writing.
- To teach 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.
- To introduce and apply the various geographical models in relationship to the course and the world around us.

## **Textbook**

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

\*supplemental materials will be provided when needed

## **Materials**

- Binder 1.5 inches – **USED ONLY FOR AP HUMAN GEOGRAPHY!**
  - Because the purpose of this class is to prepare you for the AP test in May, it is essential that you have a system in place to keep track of handouts, assignments, etc. to use for your exam review.
- Notebook or loose leaf paper
- Highlighters, pens, pencils

## **Unit Objectives**

Chapter Orientation Guides with objectives and vocabulary lists will be provided at the beginning of each unit.

## **Expectations**

AP Human Geography is an interesting, but demanding academic field. Projects, assignments, etc. often times ask for large amounts of independent time and effort. It is expected that you use available time to its fullest. The classroom environment will encourage high participation and discussion. Students must respect others' opinions, feelings, ideas, and property. You should enter this class with an open mind to finding out more about other people, locations, and events.

## **Canvas**

We will also be using the LMS known as Canvas to enhance the class. Using this system will include completing and turning in assignments, quizzes, etc. Students will be required to have a functioning e-mail address and appropriate login for this system.

## **Technology Comments/Concerns**

- Get an appropriate e-mail address that you plan to use only for school or other professional (job search) uses. No teacher wants to get email from [hotnsxxy@yahoo.com](mailto:hotnsxxy@yahoo.com)!! There are many free e-mail providers online. I suggest using gmail, yahoo mail, or Hotmail.
- Think before you post! This is true for Canvas discussions as well as Facebook, Twitter, Google+, or any other online outlet. Inappropriate use of digital learning tools such as Canvas, or inappropriate comments made during online discussion will result in loss of points for that specific activity and possible removal from future online learning opportunities.

## **Questions to Think About Before We Begin**

1. Why are you taking this class? Do you want to learn about geography? Are you ready for a college-level class? Are you serious about the AP exam in May? If not, this is probably the wrong course for you.
2. What are your priorities? Are academics near the top of your list, or are you more concerned with other things? This course should not consume your entire life but if academic success is not a very high priority, this is probably the wrong course for you.
3. How much time can you devote to the class? The time required will depend on your strengths and weaknesses, about an hour a day is a good general rule.
4. Are you a strong reader? Nothing will occupy more of your out of class time than reading and studying the text. If you are a good reader, and self-motivated, you have a distinct advantage. If you are not a good reader, know that this will take extra effort on your part to compensate. If you are not willing to try to become a stronger reader, this is probably not the course for you.

Understand that your level of motivation is much more important than your ability level. If you want to succeed in this course, and if you are willing to put in the necessary time and effort, YOU WILL SUCCEED! Attitude, study skills, determination, and discipline count!

### **Grading/Evaluation**

Each student will be evaluated on several criteria to incorporate a variety of instructional strategies and learning styles. For example: quizzes, tests, papers, presentations, participation, case studies and homework.

### **Approximate Points Distribution**

Homework- 35%

Tests/Quizzes- 50%

Projects/Papers- 15%

Student grades are based on the entire semester

### **Homework**

Homework is designed to be aid you in learning the material being covered in class. If you do your homework consistently you will greatly increase your chance for success on tests and quizzes.

Students are required to hand their homework assignments in on the established due date. Assignments consist of section review guides as well as reading and interpreting maps, data sets, geographic models, GIS, aerial photographs, and satellite images. Assignments will be given throughout the year to coincide with the seven main themes and the Rubenstein text.

If the assignment is not turned in on the due date the work will be considered late and will only count for half credit. Students will be allowed to turn late work in up to the completion of each unit of study. Any missed work due to an absence you have the number of days you were to absent to make it up before it is considered late.

### **Quizzes/Tests**

Quizzes are shortened versions of unit tests. They will occur throughout the semester to help solidify key vocabulary and concepts. Quizzes can be expected following lectures, films, guest speakers, and other similar class activities.

Tests will occur at the conclusion of each unit. The tests will consist of multiple-choice questions (5 choices) and a minimum of 2 free-response questions. The test will be completed over a two-day period. On the first day the students will take the 45 minute timed free-response questions and then complete the test the following day by taking answering the 50 multiple choice questions in 45 minutes.

Make-up. All make-up tests/quizzes must be made up within the week of the student's absence (a Friday absence will carry over to the next week). Make-up tests/quizzes will be located in the SSLRC during the school day. All other make-up assignments can be obtained through the instructor.

### **Projects/Daily**

Daily grades will come from in class activities and participation. Projects will be assigned throughout the school year. Most projects will consist of research in the computer lab, reading local and national newspapers, using AP Human Geography suggested web-sites, as well as field studies in the local community. They will include, but not limited to:

- Migration patterns of the United States compared to countries around the world.
- U.S. Census Bureau - [www.census.gov/](http://www.census.gov/)
- Using cities zoning requirements to analyze local urban land use.
  - [www.nationalatlas.gov/](http://www.nationalatlas.gov/)
- Comparing languages and dialects from different U.S. and global regions.
  - Digital Atlas of the United States - <http://130.166.124.2/Uspage1.html>

- Gathering and interpreting data from local agricultural businesses.
- Field study on housing styles and trends in the local area.

### **What Can You Do to Help Yourself?**

1. Don't miss class. If you miss class, you will miss discussions and activities that help you understand the readings.
2. Don't be afraid to ask for help if you don't understand.
  - a. Ask a classmate or former student
  - b. See me before or after school
  - c. E-mail me
3. Keep up! Don't fall behind! Follow the class schedule and be disciplined from day 1. Complete the assignments and finish the readings on time. Be prepared for class every day. Review each week.
4. If there is a lecture or discussion, take complete, dated, class notes. It is important to review your notes frequently to keep them fresh in your mind.
5. Be prepared to read and be tested on material that we did not have time to cover in class.
6. Learn to read more effectively.
  - a. Read actively. Don't just look at the words.
  - b. Preview a chapter before you begin.
  - c. Do not try to read an entire chapter all at once. It is divided into sections for a reason!
  - d. Do not ignore pictures, diagrams, tables, and sidebars in your book.
  - e. Take notes while you read. You can condense a 30 page chapter into a few good pages of notes, making it much easier to review.
7. Form a study group. This is an excellent way to help one another and have a good time.
8. Half of the battle is vocabulary. Make a set of vocabulary flash cards index cards. Flash cards offer all of the following advantages:
  - a. The process of making the cards allows you to learn the words.
  - b. You can separate the terms you know from the ones you need to review more. This makes for more efficient studying.
  - c. They're reversible! You can look at terms and practice definitions, or you can look at definitions and practice terms.
  - d. Having a set of flashcards for each chapter provides an excellent means of review. Think of how nice it will be to have an entire set to review for the semester final and the AP Exam.

### **The Advanced Placement Exam**

All students are encouraged to take the AP Exam.

Two weeks in May to review and study for the AP Exam.

**Date:** Tuesday, May 13<sup>th</sup> – afternoon session

**Exam Fee:** \$89

#### **Description:**

The Human Geography two-hour exam includes a 60-minute, 75-question multiple-choice section and a 60-minute three-question free-response section. The multiple-choice section accounts for half of the examination grade and the free-response section for the other half.

**Unit 1: Geography and Human Geography Nature and Perspectives:** Chapter 1

Introduction to discipline of geography

Historical development of field

Geographic themes

Evolution of Key Geographical Concepts and Models associated with Notable Geographers

Review basic geographic concepts:

Key concepts underlying the geographical perspective: space, place, and scale

Location – absolute and relative and site and situation

Introduce the tools of geography (skills) (place)

Introduce and review types of maps and maps skills

Projections

GPS – Global Positioning Systems and GIS - Geographic Information Systems

Latitude and Longitude

Physical Geography – Terrain and Climate

Koppen's Climate Classification

Climatology

Sources of geographical ideas and data: the field, census data

How to define regions and evaluate the regionalization process

Myth of the continents

How to use and think about maps and spatial data sets

**Unit 2: Population – Demography:** Chapters 3, 4

Population growth and change

Boundaries, areal units, and densities

Population growth and decline over time and space

Historical trends and projections for the future

Regional variations of demographic transitions

Demographic Transitional Model

J Curve and S Curve

Effects of pro and anti natalist policies

Zallenship's Mobility Model

International Conference on Population and Development in Cairo, Egypt 1994

Migration (immigration and emigration)

Push and Pull Factors

Short term, local movements, and activity space

Ravenstein's theories

Gravity

Population density and distribution

Population and environment (Malthus)

Fertility and mortality

Environmental impacts of population patterns

Scale and process (ecological fallacies)

Density impact on the quality of human life and social organizational patterns

Cultural patterns

Patterns of age, sex, and ethnicity

Patterns of fertility, mortality, and health

Responses to natural hazards; past present, and future communicable diseases and preventable health conditions.

**Unit 3: Cultural Patterns and Processes:** Chapters 2, 5, 6, 7

Concepts of Cultural Exchange

Diffusion - Expansion or relocation and hierarchical or contagious

Acculturation

Divergence and Convergence

Cultural regions and realms  
Transition zones  
Renfrew Model  
Traits and Complexes:  
Language – definitions, families, dialects, diffusion  
Toponymy – study of place names  
Popular and Folk Culture:  
Customs  
Architectural styles  
Ethnicity  
Forced segregation – affinity segregation  
Index of Residential Dissimilarity  
Religion:  
Universalizing vs. Ethnic Religions  
Gender  
Politics and public life  
Education – economic opportunity and productivity  
Values and preferences  
Symbolic landscapes and sense of place  
Conflict  
Ethnic Cleansing  
Genocides.

**Unit 4: Political Geography – Political organization of Territory:** Chapter 12

Political organization of Territory  
Concept of Territoriality  
Sovereignty  
Nature and meaning of boundaries (influences)  
Relationships among political and cultural patterns  
Territorial shapes – elongated, fragmented, or prorupted forms  
Geographical situation of countries (landlocked, island, etc...)  
Influences of boundaries on identity, interaction, and exchange  
Centrifugal forces, Centripetal forces  
Hierarchies – municipalities and special districts, to counties, states, provinces, and the state itself  
Electoral maps (reapportionment, gerrymandering)  
Colonialism and imperialism  
Modern Nation-state  
Organic State Theory (Frederick Ratzel's Theory) (Stages of Life)  
Heartland Theory (Halford Mackinder's Theory)  
Rimland Theory (Nicholas Spykman's Theory)  
Sub and Supra National Boundaries  
International Organizations  
Fragmentation, unification, alliance  
Conflict and Cooperation  
Changing names of sovereignty  
Spatial relationships between political patterns and patterns of ethnicity, economy, and environment (ozone layer, the loss of biodiversity, and global warming)  
Globalization – Convergence and Divergence

**Unit 5: Agricultural and Rural Land Use:** Chapter 8

Development and diffusion of agriculture  
Neolithic Agricultural Revolution  
Evolution of energy sources and technology

Regions of plant and animal domestication  
Agricultural Revolutions – Third Agricultural Revolution  
Production Regions  
Agricultural systems associated with major bio-climatic zones  
Production and food supply; linkages a flows  
Transportation  
Land Use Models  
Von Thunen Agricultural Model and impact  
Modern Agricultural change and environmental impacts of agricultural activity  
Green Revolution  
Consumption, nutrition and hunger  
Blending of primary, secondary, tertiary activities, intensification of  
Mechanization and development of biotechnology  
Food supplies  
Industrial/commercial agriculture  
Environmental change; desertification, deforestation, etc...

**Unit 6: Industrialization and Economic Development:** Chapters 9, 10

Patterns of Industrialization and development  
Economic sectors: primary, secondary, tertiary, quaternary, possibly quinary  
Ullman conceptual frame (Transportation and Communication) Complementarity,  
Transferability, and Intervening Opportunity  
Models of Industrial Location  
Core-Periphery Models  
Alfred Weber's Industrial Location theory – Least-Cost Theory  
Locational Interdependence Theory  
Walter Christaller  
August Loesch  
Agglomeration and de-agglomeration  
cumulative causation  
Hotelling's model of locational interdependence  
Burgess's Concentric Zone Model  
Hoyt's Sector Model of urban structure  
Rostow – Taafer Model  
South American City development (Ernst Griffin and Larry Ford)  
Disamenity Sectors  
South East Asian City Development ( T. G. McGee)  
Economic Development  
Rostow's Stages of Economic Development  
Immanuel Wallerstein  
Globalization  
Time-Space Compression  
Economic Inequality (define world's)  
Health and Quality of Life  
Social Stratification  
Export-Processing Zones (EPZ's)  
Environmental Determinism vs. Possibilisms  
Max Weber's Protestant work ethic theory  
Government policies (GATT, etc...) and international trade unions  
European Union  
African Union  
Maquilladoras  
Environmental and resource impacts of Industrialization

Factors of absolute location, relative location, distance accessibility, linkages, and interdependencies to describe and predict the location of economic activity at the scale of individual companies or establishments.

Dependency Model

Just-In-Time

Footloose Industries

**Unit 7: Cities and Urban Land Use:** Chapters 11, 13

Development and distribution of cities

Definition of urbanism

Origin and evolution of cities

Historical patterns of urbanization

Cultural context and urban form

Primate city

Urban growth and rural-urban migration

transition zones

Rise of megacities

Christaller's Central Place Theory

Epochs of urbanization in North America – John Borchert

Land Use Theories

Concentric Zone Theory – Burgess

Sector Model – Hoyt

Multiple Nuclei Model – Chauncy Harris and Edward Ullman

African City – 3 types

Rostow-Taafer Model

South American City Development (Ernst Griffin and Larry Ford)

South East Asian City Development (T.G. McGee)

Comparative Models of Internal City Structure

Core-Periphery relationships

Internal structure of cities, where the cities are located

Transportation and infrastructure

Urban realms

Urban Hierarchy

Patterns of race, ethnicity, gender and class

Uneven development, ghettoization, and gentrification

Suburbanization and Edge Cities

Urban Form, structure and landscape

Locational decisions, conflicts, and hazards

Comparative Urban Structure

Global Cities and Megacities

Function of Cities – Central Place Theory, World Systems Theory

Wallenstein's System Theories

Current trends in Urban Development – resolving the conflict between economic development, space, and environmental concerns

Patterns of settlement

Race, gender, ethnicity, class

**I have read and understand my obligation for AP Human Geography**

**Student's Name (Print)**

**Student's Signature**

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**I have read and understand the requirements and obligations of AP Human Geography**

**Parent/Guardian Name(s)**

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**Parent/Guardian Signature**

\_\_\_\_\_

**To ensure positive communication between school and home please fill in the following information.**

**Phone:**      **Home -** \_\_\_\_\_

**Work -** \_\_\_\_\_

**Cell -** \_\_\_\_\_

**Best time to be reached --** \_\_\_\_\_

**Email:** \_\_\_\_\_