

AP Human Geography

Syllabus for the 2009-2010 School Year

AP Human Geography is a year-long course which gives students the experience of a college-level introductory human geography course, and additionally introduces students to the expectations of AP and university-level course work. The primary purpose of the course is to teach students to use geographic processes to systematically study and understand existing and changing spatial patterns in the world in which we live.

Texts and Study Materials

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 9th ed. Upper Saddle River, N.J.: Prentice Hall, 2008.

Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 3rd ed. New York: John Wiley, 2004.

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

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

Organization of Course

This course meets one class period daily for the entire school year. Students keep notebooks as an organizational and study tool for the course. The notebooks include vocabulary, notes, key concepts, and questions for each unit. Unit exams are designed to help students prepare for the style of the AP exam (a timed multiple-choice section, followed by one or two essay questions. Each unit also includes application activities, case studies of the concepts, and current and local connections.

Course Outline

I. Introduction to Human Geography and Geographical Concepts (3 weeks)

Rubenstein, Chapter 1: "Thinking Geographically"

Kuby, Chapter 1: "True Maps, False Impressions"

Rubenstein, Appendix, pp. 488–93

A. Course Intro: Pre-test and analysis of test:

1. What kind of information will we study?
2. What skills will we develop?
 - a. Interpreting different types of maps, at a variety of scales
 - b. Analyzing spatial data
 - c. Recognizing and analyzing patterns and processes
 - d. Recognizing interconnections among places and how these connections develop and change

B. Geography as a way to study the world(the nature of geography):
evolution of the science and some notable geographers [C1]

C. Different Perspectives on Geography [C1]

D. Basic geographical concepts

1. Location, space and place

2. Maps and map reading

Applied Activity: Kuby, Chapter 1: “True Maps, False Impressions: Making, Manipulating, and Interpreting Maps” [C4]

3. Geographical patterns

4. Scale:

a. Students compare a globe, US road atlas and a map of Denver

b. also scale on line graphs that emphasize or de-emphasize trends (i.e. Historical Dow Jones graphs, Population growth graphs)

5. Landscape analysis [C2]

6. Other means of gathering geographic data: field studies, census data, GIS

C1— The course provides a systematic study of human geography including the following topics:

-Nature of and Perspectives on Geography

C4 — The course teaches students how to use and interpret maps, data sets, and geographic models.

C2— The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.

E. Regionalization [C3]

1. Regions at a global scale: major regions of the world

Discussion: What defines “Latin America”?

Activity: Defining the “Middle East” National Geographic / Atlas of Middle East

2. Regions at the national scale, in the US

a. by location

b. by other characteristics: geographical features, climate, economic activity, history, etc.

Rust belt, mid west, west coast, South, Deep South, Sun Belt (superbowls), Pacific Northwest, New England, East Coast, Great Plains, etc.

3. Regions at a local level: Denver neighborhoods. Intro idea of demographics

compare ethnicity demographics of area Denver High Schools(Colorado dept. of Ed.)

C3— The course teaches spatial relationships at different scales ranging from the local to the global

F. Globalization[C3]

1. Historical overview of globalization

a. Connections video

b. Trade and globalization case study: Islamic traders

2. Globalization today

a. Global Issues video clip

b. What drives this process?

c. What impact is globalization having? (an introduction)

Ideas:

Students mapping their neighborhoods from memory

Compare their maps with to Google Maps

Intro to Google Earth

Intro to Field Study [C2] :posing and answering geographic questions— A walking tour to the Broomfield commons open space. Landscape analysis of the local area

C2— The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.

II. Population: People and Movement (6 weeks)

A. People / Population Geography

Rubenstein, Chapter 2: "Population"

Kuby, Chapter 7: "The Hidden Momentum of Population Growth"

Video: *World in Balance: The People Paradox*

Video: Program 18-1, Egypt: Population Overload

Applied Activity: Kuby, Chapter 5: "One Billion and Counting: The Hidden Momentum of Population Growth"

C1— The course provides a systematic study of human geography including the following topics:

-Population

1. Where is the population of the world concentrated? Students use pushpins on a world map
 - a. Why?
 - b. natural hazards of different places
2. Population Density
3. Population Pyramids
 - Issues with different age structures: Japan, China (top heavy), Africa (bottom heavy)
4. Changing population: Natural Increase, Fertility, Mortality
 - Rubenstein Key Issue 3: Why is population increasing at different rates in different countries?
5. The Demographic Transition model [**C4**]
 - Case Studies research: What stage is your country in?
 - (Application of the Demographic Transition model)
6. World population: Overpopulation and sustainability
 - a. Malthus
 - b. Criticism of Malthus
 - c. problems with overpopulation
 - d. population control
 - Socratic Seminar: Population Policies India vs. China (Rubenstein p.76)

C4 — The course teaches students how to use and interpret maps, data sets, and geographic models.

Ideas: Population Research Project

B. Movement:

Rubenstein, Chapter 3: "Migration"

Kuby, Chapter 4: "Newton's First Law of Migration"

Video: Program 14-1, *Mexico: Motive to Migrate*

Program 19-1, *Ivory Coast: The Legacy of Colonialism*

1. Reasons for Migration: Push and Pull
 - a. Push: economic, social, political, crisis: refugees
 - b. Pull: economic, social
 - c. Involuntary migrationApplied Activity: Kuby, Chapter 4: "Newton's First Law of Migration: The Gravity Model" [**C4**]
2. Obstacles to Migration: distance, policies
3. Internal migration
 - a. In the US
 - b. Residential mobility
 - c. Migrant workers

C4 — The course teaches students how to use and interpret maps, data sets, and geographic models.

4. International migration
 - a. historical
 - b. chain migration
5. Patterns in Migration
6. Immigration in the US: Past and Present

Activity: Students use historical immigration data to map immigration patterns
7. Impacts of immigration on the US
 - a. economic
 - b. social
 - c. political: the Hispanic voting bloc

III. Cultural Patterns and Processes (6 weeks) [C1]

A. Defining Culture

Rubenstein, Chapter 4: “Folk and Popular Culture”

Kuby, Chapter 2: “Cactus, Cowboys, and Coyotes: The Southwest Culture Region”

Program 26-1, *Indonesia: Tourist Invasion*

1. Aspects of culture
 - a. language, religion, ethnicity, customs, values
 - b. cultural regions
 - c. popular culture, folk culture, high culture
 - d. culture at different scales

Applied Activity: Kuby, Chapter 2: “Layers of Tradition: Culture Regions at Different Scales” [C3]
 - e. attitudes about gender
 - f. taboos

2. Cultural diffusion

- a. hierarchical diffusion
- b. “Pop culture” food, the spread of rap music, Bollywood movies
- c. language: slang/ Japanese English
- d. knowledge: agricultural practices, technology

Applied Activity: Kuby, Chapter 3: “Tracking the AIDS Epidemic: Diffusion through Space and Time”
- e. acculturation and assimilation

3. How different cultures impact the landscape and the environment [C2]

- a. place names
- b. cultural perceptions of the environment: modification and preservation
 - i. land use in the US
 - ii. Case study: Costa Rica’s national parks
- c. sacred sites, burial ritual
- d. architecture

Guest lecture & slideshow
- e. agriculture

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-Cultural Patterns and Processes

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B. Language

Rubenstein, Chapter 5: “Language”

Program 10-1, *Quebec: An Island of French*

1. Language families
2. Dialects
3. diffusion of languages
4. vanishing languages

C. Ethnicity

Rubenstein, Chapter 7: "Ethnicity"

Program 9-1, *Boston: Ethnic Mosaic*

Program 7-1, *Dagestan: Russia's Southern Challenge*

Program 20-2, *South Africa: This Is My Land*

1. Defining ethnicity (compare contrast with race)
2. Ethnicity in the US
3. Multiethnic vs. homogeneous societies
4. Nationalities
5. Ethnicity in other nations: India, Israel/ Palestine, African tribalism
6. Problems between ethnicities, "ethnic cleansing"

D. Religion

Rubenstein, Chapter 6: "Religion"

Program 17-1, *Jerusalem, Sacred Space Under Siege*

1. Universalizing vs. Ethnic religion
2. Universalizing religions
 - a. Christianity
 - b. Islam
 - c. Buddhism
 - d. Other universalizing religions: Sikhism
3. Ethnic religions
 - a. Hinduism
 - b. Judaism
 - c. Other Ethnic religions
4. Impact of Religion on landscape [C2]
 - a. Holy places
 - b. Places of Worship/architecture
 - c. Burial practices
 - d. religious toponyms
5. Religious Conflict

C2— The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.

IV. Political Geography (3 weeks) [C1]

Rubenstein, Chapter 8: "Political Geography"

Program 25-1, *Laos: Isolated Heart*

Program 3-2, *Slovakia: New Sovereignty*

A. Nations, states, and nation-states

1. Drawing boundaries: global, national, local [C3]
Applied Activity: Kuby, Chapter 12: "Do Orange and Green Clash? Residential Segregation in Northern Ireland"
2. Colonialism/imperialism
3. Federal and unitary states

B. Shapes of states

C. Boundaries at different scales[C2]

1. Physical and cultural boundaries
2. Political boundaries: lines on the map:
The end of WWI and modern Iraq. Pakistan and Kashmir
3. Boundaries within states

C2— The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.

C1— The course provides a systematic study of human geography including the following topics:

-Political Organization of Space

4. Different boundaries in US: counties, federal districts and gerrymandering. Students use GIS data sets to look at county data on a topic of their choice
5. Neighborhood boundaries: Denver's ethnic enclaves: Glendale Russians, North Denver Italians, Aurora Asians.
Case Study: Mapping Denver Public School ethnicity demographics(using CDE website): Montbello, Manual, East High, West High, North High, Cherry Creek High school

D. Cooperation among states

E. Conflict among states

F. Nations without states:

Case study: Kurdistan: should it be a state?

end of semester 1

V. Agriculture and Rural Land Use (4 weeks) [C1]

Reading: Rubenstein Chapter 10: "Agriculture"

Video: Program 25-2, *Vietnam: Fertile Dreams*

Program 16-2, *Chile: Pacific Rim Player*

Program 12-1, *Northern Japan: Protecting the Harvest*

Program 21-2, *Dikhatpura: Help through Irrigation*

C1— The course provides a systematic study of human geography including the following topics:

-Agricultural and Rural Land Use

A. Origin and Development of Agriculture

- Guns, Germs and Steel

Applied Activity: Kuby, Chapter 8: "Food for Thought: The Globalization of Agriculture"

B. Farming in the World Today: Where, How and Why?

1. subsistence agriculture

2. mechanized agriculture

3. green revolution

4. GMO and Bio-tech

5. Industrial agriculture and factory farms

6. Intensive Subsistence Agriculture

C. Other Rural Land Use

1. Pastoral Nomadism: What, Where and How?

2. Dairy

3. Livestock and ranching

D. Climate and Agriculture: Bioclimatic zones

- Mediterranean, Fruit, and Cash Crops

E. Agriculture and Settlement patterns

F. Issues in Agriculture

1. Commercial Farmers: von Thunen's model [C4]

Applying von Thunen's model in an age of rising fuel costs:

Students estimate costs of importing fresh fruit and vegetables to US assuming various costs of oil

2. Subsistence Farmers

3. Food Supply and Population

C4 — The course teaches students how to use and interpret maps, data sets, and geographic models.

Lesson ideas: Google Earth on different types of ag: pivot irrigation, long lots, terracing. Landscape analysis of Colorado agriculture

VI. *Industrialization and Economic Development (6 weeks)* [C1]

Rubenstein, Chapter 9: “Development”, Chapter 11: “Industry”, Chapter 12: “Services”
Kuby, Chapter 8: “From Rags to Riches: The Dimensions of Development”
Program 18-2, *Oman: Looking Beyond Oil*

A. Industrialization

1. History and spread of industrialization
2. Brief history of energy:
 - a. Activity: tracking change: Whales, Windmills and Nuclear power plants.
 - b. Environmental impacts of coal
3. Land, Labor, Capital, and Human Capital
4. Location of Industrial Zones: Global, national and local scale
 - a. Weber’s model of industrial location [C4]
 - b. Industrial nations of the world
 - c. Industrial zones at the national level: “Rustbelts” and UK Midlands
 - d. Zoning for industry at the local level
5. Impacts of Industrial development
 - a. Less developed nations
 - b. Developed nations
 - c. Impacts of localized industry

C1— The course provides a systematic study of human geography including the following topics:

-Industrialization and Economic Development

B. Services

1. Development of the “service economy”
 - a. services defined
 - b. government services, non-governmental organizations
 - c. most influential service sector businesses
2. Central Place Theory [C4]
Applied Activity: Kuby, Chapter 9: “Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy”
3. Hierarchy of Services

C4 — The course teaches students how to use and interpret maps, data sets, and geographic models.

C. Economic Development

1. Measuring economic development
Country comparison and analysis project [C4]
2. Developed regions of the world
3. Less developed regions
Applied Activity: Kuby, Chapter 6: “Help Wanted: The Changing Geography of Jobs”
4. Rostow’s model of economic development[C4]
5. Impacts of development on people and the land
Applied Activity: Kuby, Chapter 7: “From Rags to Riches: “The Dimensions of Development”
Field study: Ecocycle recycling center
6. Promoting and financing development

VII. Urban Geography (4 weeks) [C1]

Rubenstein, Chapter 13: "Urban Patterns"

- A. Historical Development of the City
 - 1. from village to metropolis
 - 2. impacts of urbanization
- B. Geography of the City: CBD, suburbs, exurbs
 - Applied Activity: Kuby, Chapter 10: "Reading the Urban Landscape through Census Data and Field Observation" [C2]
- C. Models of Urban Structure [C4]
 - 1. Concentric Zone
 - 2. Sector Model
 - 3. Multiple Nuclei model
- D. City structures around the world
- E. Problems in inner-cities: ghettoization
- F. Suburban Sprawl, Exurbanism: landscape analysis of farming/ranching relicts in our area.
- G. Infrastructure Public Transportation systems
- H. Urban planning. Guest lecture

C1— The course provides a systematic study of human geography including the following topics:
-Cities and Urban Land Use

C2— The course teaches the use of spatial concepts and landscape analysis to examine human organization of space.

C4 — The course teaches students how to use and interpret maps, data sets, and geographic models.

Ideas: Urban Field Study: Downtown Denver and Five Points gentrification. Landscape analysis
Sprawl study: Front Range of Colorado: Denver to Ft.Collins

VIII. Review for AP Human Geography Exam (2 weeks)

IX. Course wrap-up (after test) (1-2 weeks) [C1]

- A. Human Geography applied: Case study on renewable energy
- B. Careers in Geography
- C. Studying Geography in College

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-Nature of and Perspectives on Geography