

AP Human Geography

Syllabus

AP Human Geography is open to Juniors and Seniors who intend to take the AP Human Geography exam in May. This course is designed to replace an introductory college-level Human Geography course and requires a considerable amount of time outside of class. To prepare you for the exam, the course will use lectures, labs, hands-on activities, homework assignments, quizzes, and tests. Assignments will vary in length, but students can expect to have some form of homework to complete most nights. Students will be graded on a random portion of the homework they turn in. Each unit has a required application activity. Most are from the Kuby text and take one to two hours to complete. There will be a test at the end of each unit. Unit tests will be designed to help students become familiar and comfortable with the AP exam format. Each test will include multiple-choice questions and an activity to be completed either in class or at home. The tests may be timed in order to improve students' ability to pace themselves and develop better test-taking strategies. Quizzes may be given periodically.

Grades: Students' final grades are based on their performance on quizzes, short papers, essays, daily class participation, and unit exams. There are few opportunities for extra credit, so students are encouraged to put all their energy into the required work.

The AP Human Geography course is broken down into the following units:

- | | |
|-----------------------------|----------------------|
| 1. Basic Geography Concepts | 6. Development |
| 2. Population Geography | 7. Industrialization |
| 3. Cultural Geography | 8. Urban Geography |
| 4. Political Geography | 9. Resource Dilemmas |
| 5. Agricultural Geography | 10. Exam Review |

Vocabulary: Vocabulary is the single most important factor in preparing for success on the AP human Geography Exam. Vocabulary lists will be an extensive supplement to each unit.

Required Reading

Human Geography: Culture, Society, and Space, 6th ed. De Blij, Murphy, 1999.

Human Geography in Action, 2nd ed, Kuby, Harner, Gober, 2002.

Goode's World Atlas. 20th ed. Hudson, 2000.

How to Live with Maps, 2nd ed, Monmonier, 1996.

Other resources

The Power of Place: Geography for the 21st Century series. Video. Annenberg/ CPB Project, 1996
Assorted other materials will be made available throughout the year

Course Outline

First Semester

I. Basic Geography Concepts (3 weeks)

- History of geography as a discipline
- Maps and location

- C. The language of geography—basic vocabulary
- D. Thinking spatially, geographic models, prominent geographers
- E. Geographic patterns
 - 1. **Globalization** of culture and economy
 - 2. Global environment
- F. Unit Exam #1

Required Reading--Kuby Chapter 1

Application Activity--"True Maps, False Impressions: Making, Manipulating, and Interpreting Maps," from Kuby, Chapter 1. Students must have access to a computer with a CD-ROM drive.

II. Population Geography (3 weeks)

- A. How has the world's population increased?
 - 1. Agricultural, industrial, and medical revolutions
 - 2. Measuring population change
- B. Why is population increasing at different rates in different countries?
 - 1. The demographic transition model
 - 2. Population pyramids
 - 3. Countries in different stages of demographic transition
 - 4. Demographic transition and world population growth
- C. How is the world's population distributed?
 - 1. Population concentration
 - 2. Sparsely populated regions
 - 3. Density
- D. Case study: China and India
- E. Unit Exam #2

Required Reading-- Kuby, Chapter 7

Application Activity--"The Hidden Momentum of Population Growth," from Kuby, Chapter 7. This activity deals with population pyramids and requires access to a computer with a CD-ROM drive.

III. Cultural Geography (4 weeks)

- A. Migration
 - 1. Why do people move?
 - a. Push & pull factors
 - b. Intervening obstacles
 - c. International vs. internal migration
 - 2. Why do people voluntarily emigrate from a country?
 - a. European immigration to the United States
 - b. Changes in U.S. immigration policy
 - c. Guest workers
 - 3. Why do people migrate within a country?
 - a. Migration between regions of a country
 - b. Migration within one region
 - 4. Forced migrations
 - a. Slavery
 - b. Political instability
 - 5. Migration transition

Required Reading--Kuby, Chapter 4

Application Activities--"Newton's First Law of Migration: The Gravity Model," from Kuby, Chapter 4

Obituary Activity

Divide students into groups of two and give them a blank US map and several obituary pages from the Jefferson Daily Union (local newspaper). Tell them to draw lines from the deceased's place of birth to the

state in which the deceased died. Students must then decide if a pattern of migration has been established. They may use different colored pens to show different time periods. For example, use red to indicate dates before 1920, blue for 1920- 1945, and green for 1945 to the present date. This activity is done during class. Students are graded on their discussion and display of their maps.

B. Language

1. Development and diffusion of English and other Germanic languages
2. Romance language branch
3. The spatial distribution of other language families
 - a. Other Indo-European language branches (Indo-European hearth theories)
 - b. Asian language families
 - c. African language families
4. Global dominance of English as a lingua franca
 - a. Development of dialects in English
 - b. French and Spanish in Anglo-America

Required Reading—Blij, Chapter 8

C. Religion

1. Distribution of religions
 - a. Universal religions
 - b. Ethnic and local religions
2. How do religions organize/impact space?
 - a. Incorporation of national events
 - b. Sacred space and structures
 - c. Administration of space/landuse
3. Territorial conflict and religion
 - a. Religion and social change
 - b. Wars between religious groups--Case Study: Shia and Sunni in Iraq

Required Reading--Kuby, Chapter 11

Application Activities--"Do Orange and Green Clash? Residential Segregation in Northern Ireland," from Kuby, Chapter 11. Students must have access to a computer with a CD-ROM drive.

Holidays Project

Students research the various holidays that are celebrated around the world and share their findings with the class. This activity usually varies a little from year to year, and requires students to use the Internet as well as print resources.

D. Social Customs

1. How do social customs originate and diffuse?
 1. Origins of folk and popular customs
 2. Diffusion of folk and popular customs
2. What factors create unique folk regions?
 1. Isolation promotes cultural diversity
 2. Influence of the physical environment (Folk housing)
3. What factors influence the distribution of popular customs?
 1. Diffusion of popular housing, clothing, and food
 2. Television and film
4. What problems result from worldwide convergence of popular customs?
 1. Threat to folk customs
 2. Environmental impact of popular customs

F. Unit Exam # 3

Required Reading--Kuby, Chapter 3

Application Activities—Film: *The Gods Must Be Crazy*, (produced and

directed by Jamie Uys, CBS/Fox Video, 1984, 109 minutes).

Film Review—Discuss the film *The Gods Must Be Crazy*, relating it to the concepts being studied in the course. Students also write an essay on the film.

"Tracking the AIDS Epidemic: Diffusion Through Space and Time," from Kuby, Chapter 3. Students need access to a computer with a CD-ROM drive.

IV. Political Geography (4 weeks)

- A. The field of political geography
 - 1. Personal shape and territoriality
 - 2. Perceptions of the political world
- B. Nations and states
 - 1. Nation, state, nation-state
 - 2. Modern theories about states
 - 3. The territory of the state—Frontiers and boundaries
 - 4. Core areas and capitals
- C. Governance
 - 1. Unitary, federal, and regional states
 - 2. Stateless political units
- D. Geopolitics
 - 1. Historical concepts in geopolitics
 - 2. Contemporary geopolitics — power relationships among states
 - a. Hegemony and unilateralism
 - b. United Nations and multilateralism
 - 3. The geography of war and peace
- D. Where do you find political geography within the state?
 - 1. First-order civil divisions—United States example
 - 2. Special districts
 - 3. The geography of elections
 - 4. Indigenous peoples
- E. Imperialism, colonialism, and decolonization
 - 1. Forms of imperialism
 - 2. Colonial empires, reasons & justification for colonization
 - a. Major colonial powers
 - b. Positive and negative effects of colonization
 - c. Decolonization
 - d. Current colonies
- F. Contemporary international relations, Issues
 - 1. International law and trade
 - 2. Economic integration
 - 3. Landlocked states
 - 4. Intergovernmental organizations
 - 5. Outlaws and terrorists
- G. The final spatial frontiers
 - 1. The political geography of the sea
 - 2. The law of the sea
 - 3. Antarctica
 - 4. Outer space
- H. The politics of culture and environment
 - 1. The politics of religion, language, and ethnic diversity
 - 2. The politics of transportation and communications
 - 3. The politics of population, migration, and food
 - 4. The politics of ecology, energy, and land use
- I. Unit Exam #4

Required Reading--Kuby, Chapter 12

Application Activity-- "The Rise of Nationalism and the Fall of Yugoslavia," from Kuby, Chapter 12

Review & Semester Exam (1/2 week)

Second Semester

V. Development (2 weeks)

- A. Measuring development
 - 1. Indicators of development—World Development Index
 - 2. Correlation of development indicators
- B. How does the level of development vary among regions?
 - 1. More-developed regions
 - 2. Less-developed regions
- C. Promoting Development
 - 1. Development through international trade
 - 2. Development through self-sufficiency
 - 3. Financing development
- D. Global tourism
- E. Unit Exam #5

Required Reading--Kuby, Chapters 6 & 8

Application Activities-- "Help Wanted: The Changing Geography of Jobs," from Kuby, Chapter 6

"From Rags to Riches: The Dimensions of Development," from Kuby, Chapter 8

VI. Agricultural Geography (2 weeks)

- A. Origins and Diffusion of agriculture
 - 1. How and where did agriculture begin?
 - 2. Classifying agricultural regions
 - 3. Agricultural revolutions (3)
- B. Agriculture in less-developed countries
 - 1. Shifting cultivation
 - 2. Pastoral nomadism
 - 3. Intensive subsistence agriculture
- C. Agriculture in more-developed countries
 - 1. Characteristics of commercial agriculture
 - 2. How do commercial farmers choose which crops to plant?
- D. Important agriculture regions in more-developed countries
 - 1. Mixed crop and livestock farming
 - 2. Dairy farming
 - 3. Grain farming
 - 4. Livestock ranching
 - 5. Mediterranean agriculture
 - 6. Commercial gardening and fruit farming
 - 7. Plantation agriculture
- E. Unit Exam #6

Required Reading-- Goode's World Atlas—various pages—find ten examples of agricultural regions (worldwide) with a dominant crop or activity

Application Activity--Conduct field observations and write a paper on agriculture in Wisconsin. Students will be divided into groups and assigned different areas of our school district in which to conduct field observations. You must decide if your area follows Von Thunen's spatial model of farming. You will have no class time for this activity. Submit a hand-drawn map of your area and write a three to five page paper that explains why you do or do not think your area follows Von Thunen's model, present your map and findings to the class, and lead class discussion for a day.

VII. Industrial Geography (2 weeks)

- A. Origins and diffusion of industry
 - 1. The Industrial Revolution
 - 2. Diffusion of the Industrial Revolution
- B. The distribution of industry worldwide
 - 1. Eastern North America
 - 2. Western Europe
 - 3. Eastern Europe and Russia
 - 4. Japan
- C. What factors influence the choice of location for a factory?
 - 1. Situation factors
 - 2. Site factors
 - 3. Obstacles for optimal location
- D. Industrial problems
 - 1. A global perspective
 - 2. More-developed countries
 - 3. Less-developed countries
- E. NAFTA, GATT, and the WTO
- F. Unit Exam #7

Required Reading--

Application Activities--Field Trip—Spacesaver?

Observation Paper--Students write a short observation paper on where and why General Motors located in Janesville.

Start Reviewing for the AP Exam on Fridays

VIII. Settlement and Services (2 weeks)

- A. Why are settlements established?
 - 1. Cultural reasons
 - 2. Economic reasons
- B. Urban expansion
 - 1. The urbanization explosion
 - 2. Social differences between urban and rural settlements
 - 3. Problems in defining urban settlements
- C. Why are services concentrated in settlements?
 - 1. Factors in locating a service
 - 2. Central place theory
 - 3. Economic basis of settlements
 - 4. Economic restructuring and the urban system
- D. Unit Exam #8

Required Reading--Kuby, Chapter 9

Application Activity--"Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy," from Kuby, Chapter 11. This activity requires a computer with a CD-ROM drive.

IX. Urban Patterns (2 weeks)

- A. Central business district
 - 1. Services
 - 2. Consequences of high land costs
- B. Inner-city residential problems
 - 1. Inner-city housing
 - 2. Problems in central cities
- C. Causes and consequences of suburbanization (urban sprawl)
 - 1. The attraction of suburbs
 - 2. Changes in transportation systems

- 3. Suburbanization of business
- D. How are different social groups distributed within an urban area?
 - 1. internal social structure of cities
 - 2. Use of the urban models outside North America
- E. Unit Exam #9

Required Reading--Kuby, Chapter 10

Application Activities--"Reading the Urban Landscape Through Census Data and Field Observation," from Kuby, Chapter 10

X. Resource Problems (1 week)

- A. As fossil fuels are depleted, what alternatives can replace them?
 - 1. Fossil fuels
 - 2. Alternative energy sources
- B. What are the solutions to pollution?
 - 1. Causes of pollution
 - 2. Alternatives for reducing pollution
- C. How can we expand the global food supply?
 - 1. Alternative strategies to increase food supply
 - 2. Africa's food supply crisis
- D. A look at Mexico City, Aral Sea, Lake Chad, and the Thames River
- E. Unit Exam #10

Required Reading--Kuby, Chapter 13

Application Activity--"Human Impact on the Environment," from Kuby, Chapter 13

XI. AP Human Geography Exam Review (2 weeks)