

AP[®] Human Geography

Syllabus 1

Course Overview

The course is structured according to the course outline found in the most recent *AP[®] Human Geography Course Description* published by the College Board. There are seven units of study. At the beginning of each unit, students receive a unit calendar that indicates the lecture topics or activities for each day, the reading assignments, the quiz dates, and other information about the unit.

Textbooks

de Blij, H. J., and Alexander B. Murphy. *Human Geography: Culture, Society, and Space*. 7th ed. New York: John Wiley, 2003.

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

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 7th ed. Upper Saddle River, N.J.: Prentice Hall, 2002.

I use additional textbooks to prepare my lectures.

Course Planner [C1]

| Topic | Multiple-Choice Coverage on the AP Exam | Readings | Time |
|---|--|---|--|
| I. Geography: Its Nature and Perspectives | 5–10% | Rubenstein, Ch. 1 Kuby, Ch. 1, 3 de Blij, Ch. 1 | 4 weeks |
| II. Population | 13–17% | Rubenstein, Ch. 2–3 Kuby, Ch. 4–5 de Blij, Ch. 4–7 | 5 weeks |
| III. Cultural Patterns and Processes | 13–17% | Rubenstein, Ch. 4–7 Kuby, Ch. 2 de Blij, Ch. 2–3, 8–13, 29, 31–32 | 6 weeks |
| IV. Political Organization of Space 13–17% | Rubenstein, Ch. 8 Kuby, Ch. 12–13 de Blij, Ch. 14–17 | 5 weeks* (2 weeks before Winter Break, 3 weeks after) | |
| <i>Semester Exam</i> | Includes Units I–III | | December (the week before Winter Break) |

C1: The course provides a systematic study of human geography, including the following topics outlined in the Course Description.

| Topic | Multiple-Choice Coverage on the AP Exam | Readings | Time |
|--|---|--|---------|
| V. Agricultural and Rural Land Use | 13–17% | Rubenstein, Ch. 10, 14 (Key Issue 3) Kuby, Ch. 8 de Blij, Ch. 18–20, 30 | 4 weeks |
| VI. Industrialization and Economic Development | 13–17% | Rubenstein, Ch. 9, 11, 14 (Key Issues 1 and 2) Kuby, Ch. 6–7, 14 de Blij, Ch. 24–27, 33–35 | 4 weeks |
| VII. Cities and Urban Land Use | 13–17% | Rubenstein, Ch. 12–13 Kuby, Ch. 9–11 de Blij, Ch. 21–23, 28 | 4 weeks |
| Exam Review | | | 2 weeks |

Unit Calendars

Unit I. Geography: Its Nature and Perspectives

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|---|--|--|---|
| Week 1 | Welcome, introduction to the course Review syllabus HW: Syllabus signed by parents | Definitions of geography, why geography matters HW: Read Rubenstein, Ch. 1: “Thinking Geographically” [C2] | Historical development of geography | Four traditions of geography HW: Read Pattison article, “The Four Traditions of Teaching” (from <i>Annual Editions: Geography</i>) | Reading Quiz on Ch. 1 Review four traditions |
| Week 2 | Five themes of geography | Video: <i>Geography: A Voyage of Discovery</i> Defining locations (survey systems, latitude–longitude) | Begin township and range exercise (ARGUS, Activity FX)—complete for homework (due on Friday) | Place names (toponymy) Video: <i>Power of Place series, #1: One Earth, Many Scales</i> | Township and range exercise due Introduction to map making HW: Read “Map Scale and Projections” (from Rubenstein, Appendix, pp. 488–93) |
| Week 3 | Map making continued HW: Map analysis essay (due next week) | Kuby, Ch. 1: “True Maps, False Impressions: Making, Manipulating, and Interpreting Maps” (computer lab) | Complete Kuby, Ch. 1 | Discuss Kuby lab and review map design Answer questions about maps for analysis essay | Introduction to GIS Practice free-response question (20 minutes) |

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

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|--|--|---|--|
| Week 4 | Map analysis essay due <i>Mapping Our World</i> , Module 1: “ArcView: The Basics” (computer lab) | Complete <i>Mapping Our World</i> , Module 1 Work on unit review note cards | Unit review; tips on answering free-response questions | Unit I Free-Response Test (2 questions, 45 minutes) | Unit I Multiple-Choice Test (50 questions) Note cards due |

Unit II. Population

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|---|---|---|--|
| Week 1 | Return Unit I tests and debrief Population map assignment (finish for homework) | Turn in population maps Demography vocabulary HW: Read Rubenstein, Ch. 2: “Population” | Video: <i>World Population: A Graphic Simulation</i> Malthus on overpopulation | Demographic transition model [C4] | Reading Quiz on Ch. 2 Graph population pyramids |
| Week 2 | Video: <i>Human Geography: People, Places, and Change series</i> , #6: <i>Population Transition in Italy</i> Population pyramids due | Kuby, Ch. 5: “One Billion and Counting: The Hidden Momentum of Population Growth in India” (computer lab) | Complete Kuby, Ch. 5 HW: Read Mitchell article, “Before the Next Doubling” (from <i>Annual Editions: Geography</i>) | Pro- and antinatalist government policies | The baby boom |
| Week 3 | <i>Mapping Our World</i> , Module 4: “Generation Gaps” (computer lab) | Complete <i>Mapping Our World</i> , Module 4 | Spatial patterns of health and disease [C2] HW: Read Rubenstein, Ch. 3: “Migration” | Video: <i>Power of Place</i> series, #21: “Population Geography” | Reasons to migrate; voluntary and involuntary migrations |
| Week 4 | Global migration patterns; obstacles to migration | Migrations within a country | Reading Quiz on Ch. 3 Kuby, Ch. 4: “Newton’s First Law of Migration: The Gravity Model” | Complete Kuby, Ch. 4 Short-term, local movements, and activity space | Population and natural hazards |
| Week 5 | <i>Mapping Our World</i> , Module 4: “Regional Case Study: Growing Pains” (computer lab) | Complete <i>Mapping Our World</i> , Module 4 Work on unit review note cards | Review Unit II | Unit II Free-Response Test | Unit II Multiple-Choice Test Note cards due |

C4: The course teaches 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

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

Unit III. Cultural Patterns and Processes

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|---|---|---|--|
| Week 1 | Return Unit II tests and debrief Virtual field trip to Amish country (from <i>Human Geography: Culture, Society, and Space AP Student Companion</i>) (computer lab) | Concepts of culture Review diffusion HW: Read Rubenstein, Ch. 4: "Folk and Popular Culture" | Folk and popular culture | Kuby, Ch. 2: "Layers of Tradition: Culture Regions at Different Scales" [C3] Complete Activity 1 in computer lab | Complete Kuby, Ch. 2 (provide postcard set to use in class) |
| Week 2 | Video: <i>A Hot Dog Program</i> | Finish video and discuss Assign essay on U.S. culture regions | Reading Quiz on Ch. 4 Globalization of popular culture | Essay due Housing styles Assign architectural styles for project | Research architecture styles in Media Center (presentations next week) |
| Week 3 | Language definitions; origin and diffusion of English language HW: Read Rubenstein, Ch. 5: "Language" | Video: <i>In Search of the First Language</i> | Distribution of language families; official languages and multilingualism | Architecture presentations | Architecture presentations |
| Week 4 | Reading Quiz on Ch. 5 Overview of religions and their distribution [C3] HW: Read Rubenstein, Ch. 6: "Religion" | Judaism | Christianity | Islam | Hinduism, Buddhism |
| Week 5 | Confucianism, Taoism, Shintoism, and other religions | Field study to houses of worship [C3] | Field study debriefing [C3] Essay assignment | Reading Quiz on Ch. 6 Conflict over Jerusalem | Ethnicity and race HW: Read Rubenstein, Ch. 7 (Key Issue 1) |
| Week 6 | Video: <i>Power of Place</i> series, #25: <i>Ethnic Fragmentation in Canada</i> | Gender issues Work on note cards | Review Unit III | Unit III Free-Response Test | Unit III Multiple-Choice Test Note cards due |

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

Unit IV. Political Organization of Space

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|---|--|--|---|--|
| Week 1 | Return Unit III tests and debrief Introduction to political geography HW: Read Rubenstein, Ch. 7: "Ethnicity" | Nationalities and nation-states Video: <i>Power of Place series, #2: Boundaries and Borderlands</i> | Kuby, Ch. 13: "The Rise of Nationalism and the Fall of Yugoslavia: Nations, States, and Nation-States" | Complete Kuby, Ch. 13 | Reading Quiz on Ch. 7 Defining <i>states</i> HW: Read Rubenstein, Ch. 8: "Political Geography" |
| Week 2 | Territorial morphology Video: <i>Power of Place series, #3: Supranationalism and Devolution</i> | Boundaries and the law of the sea | <i>Mapping Our World</i> Module 5: "Crossing the Line" (computer lab) | Complete <i>Mapping Our World</i> , Module 5 | Reading Quiz on Ch. 8 Assign political issues research project (due in January) |
| Exam Week | End of Semester I Review Units I-III | (May show additional videos from <i>Power of Place</i> series, depending on schedule) | | | Winter Break begins |
| Week 3 | State political organization; centripetal and centrifugal forces (review) [C2] | Research projects (Media Center) | Research projects (Media Center) | Kuby, Ch. 12: "Do Orange and Green Clash? Residential Segregation in Northern Ireland" (computer lab) | Complete Kuby, Ch. 12 Prepare project handouts |
| Week 4 | Political, economic, and military cooperation | Political issues project presentations | Political issues project presentations | Political issues project presentations | Political issues project presentations |
| Week 5 | Internal organization of states | Electoral geography Work on note cards | Unit IV Review | Unit IV Free-Response Test | Unit IV Multiple-Choice Test Note cards due |

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

Unit V. Agricultural and Rural Land Use

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|---|---|--|--|
| Week 1 | Return Unit IV tests and debrief Farming facts HW: Read Rubenstein, Ch. 10: "Agriculture" | Agricultural revolutions (origins, 2nd Rev. and Green Rev.) | Whittlesey's agricultural regions—interpreting regions activity | Atlas activity U.S. agricultural production regions | Kuby, Ch. 8: "Food for Thought: The Globalization of Agriculture" (computer lab) Activity 1 and Activity 2 for homework over weekend (visit grocery store) |
| Week 2 | Reading Quiz on Ch. 10 Complete Kuby, Ch. 8 Activity 3 (computer lab) | The dark side of the Green Revolution | Rice: the global crop (present as an example for agricultural products study) | Video: <i>Power of Place</i> series, #16: <i>Rural and Urban Contrasts</i> Assign agricultural products for study | Media Center for research |
| Week 3 | von Thünen's model [C4] | Industrialized agriculture (agribusiness); poultry | Agricultural products project presentations | Agricultural products project presentations | Agricultural products project presentations |
| Week 4 | Rural settlement systems | Regional primary activities (ARGUS, Activity K) Work on note cards | Review Unit V | Unit V Free-Response Test | Unit V Multiple-Choice Test Note cards due |

C4: The course teaches 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

Unit VI. Industrialization and Economic Development

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|--|--|---|--|
| Week 1 | Return Unit V tests and debrief Classification of economic activities HW: Read Rubenstein, Ch. 9: "Development" | Measures of development Use Internet to collect data for chart of five countries (from <i>Human Geography: Culture, Society, and Space AP Student Companion</i>) | Review measures of development Human development index | Kuby, Ch. 7: "Rags and Riches: The Dimensions of Development" | Reading Quiz on Ch. 9 Complete Kuby, Ch. 7 |
| Week 2 | Strategies for development Rostow's model | Core-periphery distinction HW: Read Rubenstein, Ch. 11: "Industry" | The Industrial Revolution; distribution of industrial production | ARGUS, Activity L: "Locating Heavy Industry" | Site and situation factors; Weber's Industrial Location Theory |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|---|--|---|--|
| Week 3 | Reading Quiz on Ch. 11 Video: <i>Power of Place</i> series, #18: <i>Oil and Water</i> HW: Read Rubenstein, Ch. 14 (Key Issues 1 and 2) | Should a developing country have free trade? (Activity from <i>Focus: International Economics</i>) | Kuby, Ch. 6: "Help Wanted: The Changing Geography of Jobs" | Foreign exchange rates (Activity from <i>Focus: International Economics</i>) | Reading Quiz on Ch. 14 Kuby, Ch. 14: "Preserving the Planet: Human Impact on Environmental Systems" |
| Week 4 | Complete Kuby, Ch. 14 | Video: <i>Power of Place</i> series, #15: "Global Interaction" Work on note cards | Review Unit VI | Unit VI Free-Response Test | Unit VI Multiple-Choice Test Note cards due |

Unit VII. Cities and Urban Land Use

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|---|------------------------------------|---|---|
| Week 1 | Return Unit VI tests and debrief Types of services HW: Read Rubenstein, Ch. 12: "Services" | Origin and evolution of cities | Christaller's Central Place Theory | Kuby, Ch. 9: "Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy" | Complete Kuby, Ch. 9 Reading Quiz on Ch. 12 |
| Week 2 | American urban system (Borchert) HW: Read Rubenstein, Ch. 13: "Urban Patterns" | Models of urban structure | Suburbanization and edge cities | Video: <i>Power of Place</i> series, #24: <i>Cityscapes, Suburban Sprawl</i> | Built environment and social space [C2] |
| Week 3 | Models outside of North America | Video: <i>Power of Place</i> series, #11: <i>A Challenge for Two Old Cities</i> Reading Quiz on Chapter 13 | Field study preparation | Field study in the Congaree Vista (downtown) | Field study debrief |
| Week 4 | <i>Mapping Our World</i> , Module 6: "Live, Work, and Play" (computer lab) | Complete <i>Mapping Our World</i> , Module 6 [C4] Work on note cards | Review Unit VII | Unit VII Free-Response Test | Unit VII Multiple-Choice Test Note cards due |

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Teaching Strategies

My course features a mixture of lecture, instructional video, and student activities (e.g., *Human Geography in Action* labs and *ArcView* projects from *Mapping Our World*). Students use a Blackboard class Web site to take reading quizzes, communicate with classmates and me, and find class information. The Blackboard, which

is an integrated, schoolwide software system, features a discussion board, links to external Web sites (which I select), class lecture notes, and assignments.

I use two types of writing assignments in the class. Since free-response questions comprise 50 percent of the AP Exam, all unit tests include free-response questions. Students also practice writing free-responses from time to time throughout the year. These responses are graded using a scoring guideline in the same manner as the AP Exam is scored. I use a second type of writing assignment, analytical essays, periodically during the year. These essays, which are organized around a thesis statement and usually contain at least five paragraphs, help students develop their analytical writing skills.

Lab Component

Students have access to a computer lab where they complete the *Human Geography in Action* lab activities and use *ArcView* GIS software for *Mapping Our World* modules. [C4] The lab has Internet access for research and for use of the Blackboard Web site.

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Student Evaluation

Each unit of study includes reading quizzes for chapters in the text, several daily grades such as labs or other activities, one major paper or project, and the unit test. I use the Blackboard assessment manager to write the reading quizzes. Each quiz consists of 10 challenging multiple-choice items that require careful reading of the chapter in preparation for the quiz. The reading quizzes are worth 20 points each; labs and activities are worth 30 points each. At the conclusion of each unit of study, students are required to create note cards for studying vocabulary, models, and famous people. The completion of note cards is worth 15 points. Major grades such as projects, papers, or unit tests are worth 100 points. The unit test has the same format as the AP Exam.

On the first day of a unit test, students complete two free-response questions in the 45-minute class period. They write their responses in college blue books that I purchase from a local university bookstore. The questions are scored using a scoring guideline that is similar to those used at the AP Reading. Each question is worth 6 to 12 points, and the students' test grade is calculated as a percentage of points earned. The free-response portion counts as a 100-point grade. On the second day of the unit test, students answer 50 multiple-choice questions (five choices), which also count as a 100-point grade. Grades are reported quarterly and are based on the percentage of total points earned out of the total possible. Students take a semester exam in December before the winter break.

Student Activities

Unit I. Map Analysis Essay

Students select a map from a newspaper, magazine, the Internet, or another source (the map or a photocopy of it must be turned in with the essay). Students examine the map carefully and think about the choices the cartographer made. They

must consider the map's projection, colors, symbols, data classification, scale, and overall design. In a five-paragraph essay, they must evaluate the map's usefulness (stressing both advantages and limitations). [C4]

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Unit II. Population Map Assignment

Students read Rubenstein, Chapter 2, Key Issue 1: "Where Is the World's Population Distributed?" On the world outline map that has been provided, they color each of the five population-concentration regions a different color and identify. On the back of the map or on a separate page, students write a bulleted list of facts about each region (taken from the reading). Using a pencil, they lightly shade the areas on the map that are sparsely populated. Students use the vocabulary word *ecumene* in a sentence to describe the work they just completed. They then use their own words (or graphics) to describe the three types of population densities (arithmetic, physiological, and agricultural).

Unit III. A Hot Dog Program and Essay

Students watch the video *A Hot Dog Program* (*A Hot Dog Program*. Video. N.p.: PBS Home Video, 1996.) in class. The video focuses on the different ways hot dogs are prepared and served in different regions of the United States. After the video we have a discussion about other regional differences students have experienced (foods, customs, speech patterns, etc.). For example, we have learned that the tooth fairy operates differently in some communities; in some parts of the country, children leave a glass of water beside the bed for the fairy to dip her wings in, turning the water blue!

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

Students select one category of regional differences and write an essay about the differences. They are asked to speculate about the origins of the differences. Topics students have described include pizza toppings, terms used for carbonated beverages, Christmas (or other holiday) customs, and sports and hobbies. [C3]

Unit III (or Unit VII). Architecture Project

Students are assigned a style of residential architecture to research. They make a five-minute oral presentation to the class (using PowerPoint, the overhead projector, or ELMO visual presenter) that must include:

- a photograph or drawing of a classic example of the style,
- a list of distinguishing features (they use the picture to point these out),
- background history (e.g., when and where the style originated and diffused), and
- if possible, a photograph and the address of a local example.

Unit III. Houses of Worship Field Study

After selecting a date, I contact several local houses of worship to arrange for the students to visit. I speak with the minister, rabbi, or other leader to schedule a time and discuss the purpose of the visit. We typically go to five different houses

of worship in a single day (e.g., Greek Orthodox, Roman Catholic, Protestant, Jewish synagogue, Hindu temple, and Muslim mosque), spending 45 to 60 minutes at each location. I charter a bus from a local tour company and arrange for lunch at a local restaurant that can accommodate our large group. I map the route and provide an itinerary for the bus driver as well as for the students and parents. Usually a number of parents volunteer to accompany us on the trip, and I make the necessary arrangements with the school (e.g., field trip permission forms, attendance lists).

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After the trip, students write an essay based on the following question: How does the cultural landscape of a house of worship reflect the beliefs and practices of a particular religion?

- Option 1: Analyze a single house of worship and how it relates to religious beliefs and practices. Cite specific examples of material culture found and how they reflect of that religion.
- Option 2: Compare or contrast two houses of worship and show with specific examples how their similarities/differences are evident in the landscape and are reflective of their similarities/differences in belief. [C3]

Extra Credit: Students make a list of all the religious structures/houses of worship (other than those we visit) that are visible from the bus windows as we travel. This activity keeps them busy observing the landscape as we go from one house of worship to the next. Many students comment after the trip that they were previously unaware of how many houses of worship we have in our community.

Unit IV. Political Issues Project

Students select a current political issue (e.g., war, civil conflict, border dispute, independence movement) to research. *Teaching Political Geography* is an excellent resource for project topic ideas. Each student makes an oral presentation to the class, using appropriate maps and providing classmates with copies of a one-page summary handout. [C4]

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Unit V. Agricultural Products Project

Students research a specific agricultural product, crop, or animal. They present their findings to the class in an oral presentation that includes:

- the history of the domestication and diffusion of the plant or animal,
- the growth cycle and climatic considerations,
- a world (or appropriate region) map that shows production areas and flows to consumption areas, and
- a discussion on the utilization (e.g., food or industrial raw materials?) and cultural considerations (e.g., taboos? areas of preference?).

Unit VII. Field Study

Students take a field walk in the downtown area of the neighboring city. They walk approximately six blocks on an urban street, mapping the distribution of restaurants, art galleries, clothing stores, or vacancies. A written guide is provided that describes the history of selected buildings as well as their interesting architectural features. Students respond to a series of questions on the handout. These questions include: [C2,C4]

- What is your first impression of the street?
- Is the “Vista” an appropriate name for this area? What is being viewed in the distance?
- Do you feel safe during our walking tour? Are there unsafe places or times in the Vista?
- Do you see any evidence of “gendered space” in the Vista? If so, give an example.
- Do you see any evidence of racial patterns in the Vista? If so, describe.
- Do you see homeless people? Where would you look for them?
- Can you identify any buildings where the facades have been altered?
- What industry is located in the Vista?
- A *palimpsest* is a “shadow” of history left on the landscape. How is the palimpsest concept illustrated in the Vista?
- Is there any evidence of an agglomeration of similar businesses in the Vista?
- Can the Vista be made more pedestrian friendly and bicycle friendly? How?
- What is absent in the Vista? What should be added?
- How does the McDonald’s on the corner differ from most others? Why was it built this way?
- What are your reflections at the end of our walking tour?

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C4: The course teaches 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