

AP[®] Human Geography: Syllabus 4

Syllabus 1058837v1



Scoring Components	Page(s)
SC1 The course provides a systematic study of the nature of Geography.	2
SC2 The course provides a systematic study of perspectives of Geography.	2
SC3 The course provides a systematic study of population geography.	3
SC4 The course provides a systematic study of cultural patterns and processes.	3
SC5 The course provides a systematic study of political organization of space.	4
SC6 The course provides a systematic study of agriculture and rural land use.	5
SC7 The course provides a systematic study of industrialization and economic development.	5
SC8 The course provides a systematic study of cities and urban land use.	6
SC9 The course teaches the use of landscape analysis to examine human organization of space.	3, 5–6
SC10 The course teaches spatial relationships at different scales ranging from the local to the global.	4, 6
SC11 The course teaches students how to use and interpret maps and spatial data.	3, 5
SC12 The course teaches students how to use and interpret geographical models.	3, 5–6

Course Units

The curriculum for this two-semester AP® Human Geography course consists of topics drawn from seven interrelated units of study outlined in the *AP Human Geography Course Description* booklet published by the College Board.

1. Geography: Its Nature and Perspectives
2. Population Geography
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Economic Development
6. Agriculture and Rural Land Use
7. Industrialization
8. Settlement and Services
9. Cities and Urban Land Use
10. Resource Management
11. Careers in Geography

Textbooks:

- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 8th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2005.
- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 4th ed. New York: John Wiley, Inc., 2007.

Daily Assignments

For each unit, students receive an assignment sheet. The length of the assignment varies on a day-to-day basis, but students can expect to have some form of homework, most often reading, every evening.

Assessment:

The assessment of students' performance is based on tests, quizzes, short papers, essays, class projects, and daily participation.

First Semester: Cultural Geography

Extended Term Project: Collect two current events articles related to human geography from a national newspaper or news magazine each week. Summarize the articles and apply key spatial concepts of human geography to analyze the significance of each event.

Correct citations are required. Over the course of the semester, articles that illustrate key spatial concepts operating at different scales should be selected.

I. Geography: Its Nature and Perspectives (2 weeks) [SC1 & SC2]

- A. Thinking about space
- B. Thinking about place
- C. Thinking about region
- D. Thinking about scale
- E. Thinking about connections

SC1—The course provides a systematic study of the nature of Geography.

SC2—The course provides a systematic study of perspectives of Geography.

Required Reading

- Rubenstein, Chapter 1: “Thinking Geographically”
- Kuby, Harner, and Gober, Chapter 1: “True Maps, False Impressions”

II. Population Geography (6 weeks) [SC3]

- Where the world’s population is distributed
- Where the world’s population has increased
- Population is increasing at different rates in different countries
- Demographic transition model [SC12]
- The world might face an overpopulation problem
- Why people migrate
- Distribution of migrants
- Obstacles faced by migrants
- People migrate within a county

SC3—The course provides a systematic study of population geography.

SC12—The course teaches students how to use and interpret geographical models.

Required Reading and Activities

- Rubenstein, Chapters 2 and 3: “Population” and “Migration”
- Kuby, Harner, and Gober, Chapters 3, 4, and 5: “Tracking the AIDS Epidemic in the United States: Diffusion Through Space and Time”; “Newton’s First Law of Migration: The Gravity Model”; and “One Billion and Counting” The Hidden Momentum of Population Growth in India”
- PRB website: “Making Population Real: New Lesson Plans and Classroom Activities” (www.prb.org/Educators)

Obituary Activity: [SC11]

Using obituaries from the local newspaper, have students plot on a map where people were born and where they died.

Have them use the following key to sort data according when people were born: Before 1920, 1920–1945, 1946–1965, 1966 to present. Draw lines, using the color for the birth year, from places of birth to the local region. Have students analyze the patterns and relate them to migration trends.

(For example, most people born before 1920 came to Oregon from the Midwest while more people who were born from 1966 to the present came from Latin America and Asia.)

SC11—The course teaches students how to use and interpret maps and spatial data.

Helpful reading for teacher: Bailey, Adrian, *Making Population Geography*. London: Hodder & Stoughton Educational, 2005.

III. Cultural Patterns and Processes (9 Weeks) [SC4]

- Folk and Pop Culture
 - Where folk and popular cultures originate and diffuse
 - Folk and popular culture and the cultural landscape [SC9]
 - Folk culture is clustered
 - Popular culture is widely distributed
 - Globalization of popular culture causes problems

SC4—The course provides a systematic study of cultural patterns and processes.

SC9—The course teaches the use of landscape analysis to examine human organization of space.

Required Reading and Activities

- Rubenstein, Chapter 4: “Folk and Popular Culture”

- Kuby, Harner, and Gober, Chapter 2: “Layers of Tradition: Culture Regions at Different Scales” **[SC10]**
- Larmer, Brook, “Latino America,” *Newsweek* (July 12, 1999): 48–51.
- Leland, John, and Veronica Chambers, “Generation Ñ,” *Newsweek* (July 12, 1999): 53–58.
- Haubergger, Christy, “The Legacy of Generation Ñ,” *Newsweek* (July 12, 1999): 61.

SC10—The course teaches spatial relationships at different scales ranging from the local to the global.

B. Language

1. Where English language speakers are distributed
2. Indo-European languages
3. Where other language families are distributed
4. People preserve local languages

Required Reading

- Rubenstein, Chapter 5: “Language”

C. Religion

1. Universalizing and ethnic religions
2. Origin and diffusion of religions
3. Religions organize space
4. Territorial conflicts arise among religious groups

Required Reading

- Rubenstein, Chapter 6: “Religion”
- Szulc, Tad, “Abraham: Journey of Faith,” *National Geographic* (December, 2001): 90–129.
- “Islam: An Introduction,” special pull-out section, *Saudi Aramco World* (January/February 2002).
- El-Moslimany, Samia, interviewer, “Welcoming God’s Guests,” *Saudi Aramco World* (May/June 2002): 8–29.

D. Ethnicity

1. Distribution of ethnicities
2. Why some ethnicities have been transformed into nationalities
3. The clash of ethnicities

Required Reading

- Rubenstein, Chapter 7: “Ethnicity”
- Kuby, Harner, and Gober, Chapter 12: “Do Orange and Green Clash? Residential Segregation in Northern Ireland”
- Individual articles from *Refugees* magazine, published by the UN Refugee Agency (UNHCR), online at <http://www.unhcr.org>

Second Semester: Political and Economic Geography

Term Paper Required. Topic must relate to a key concept of Human Geography

IV. Political Geography (3 weeks) **[SC5]**

- A. The difference between a state and a nation
- B. Boundaries
- C. Boundary problems

SC5—The course provides a systematic study of political organization of space.

- D. Cooperation between states
- E. A look at terrorism

Required Reading and Activities

- Kuby, Harner, and Gober, Chapter 13: “Breaking Up Is Hard to Do: Nations, States, and Nation-States”
- Rubenstein, Chapter 8: “Political Geography”

Helpful reading for the teacher

- M. Jones, R. Jones, and M. Woods, *An Introduction to Political Geography*. London and New York: Routledge, 2004.

V. Development (3 Weeks)

- A. Economic, social, and demographic indicators
- B. More developed regions versus less developed regions
- C. Obstacles to development

Required Reading and Activities

- Rubenstein, Chapter 9: “Development”
- Kuby, Harner, and Gober, Chapter 7: “Rags and Riches: The Dimensions of Development”
- Friedman, Thomas L., *The World is Flat [Updated and Expanded]: A Brief History of the Twenty-First Century*. New York: Farrar, Straus and Giroux, 2006. Chapters 1 and 2 are required.

VI. Agriculture and Rural Land Use (3 weeks) [SC6]

- A. Agricultural hearths
- B. Classification of agricultural regions
- C. Agriculture in less developed countries
- D. Agriculture in more developed countries
- E. Economic issues involving agriculture
- F. Rural land use
- G. Rural landscape analysis [SC9]

Lecture Notes: “Geography of Modern Agriculture” from David A. Lanegran, Macalester College, St. Paul, Minnesota, 2005.

Required Reading and Activities

- Rubenstein, Chapter 10: “Agriculture”
- Kuby, Harner, and Gober, Chapter 8: “Food for Thought: The Globalization of Agriculture”

Rural Land Use Project: This project requires fieldwork.

Groups of students are assigned different sections of the school district to explore, observe, and collect data from. They then analyze the data they collected and give presentations. The presentations must include a map of their area. This can be a hand-drawn map, an aerial photo with explanation, or a GIS-generated map. [SC11] They must apply the principles of Von Thünen’s Model in their analysis. [SC12]

VII. Industrialization (3 weeks) [SC7]

- A. Origins of the Industrial Revolution
- B. Distribution of industry
- C. Situation factors and site factors
- D. Weber’s industrial location model [SC12]

SC6—The course provides a systematic study of agriculture and rural land use.

SC9—The course teaches the use of landscape analysis to examine human organization of space.

SC11—The course teaches students how to use and interpret maps and spatial data.

SC12—The course teaches students how to use and interpret geographical models.

SC7—The course provides a systematic study of industrialization and economic development.

- E. Obstacles to optimum locations
- F. Problems faced by industry
- G. A look at NAFTA

Required Reading and Activity

- Rubenstein, Chapter 11: “Industry”
- Kuby, Harner, and Gober, Chapter 6: “Help Wanted: The Changing Geography of Jobs”

Students take a field trip to a nearby town to observe and evaluate the site, the situation, and the types of industry. The field trip follow-up includes a discussion of the relocation of a local industry and consideration of the differences between the original industry and the new replacement industry in terms of jobs, wages, and impact on the local economy and landscape.

VIII. Settlement and Services (2 weeks)

- A. Where services originated
- B. Rural settlements
- C. Distribution of services
- D. 1. Central place theory
2. Market area analysis
- E. Business services in large settlements
- F. Central business district

Required Reading and Activities

- Rubenstein, Chapter 12: “Services”
- Kuby, Harner, and Gober, Chapter 9: “Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy”

IX. Urban Patterns (2 weeks) [SC8]

- A. Origin and location of urban areas at multiple scales [SC10]
- B. Urban models [SC12]
- C. Problems of inner cities
- D. Problems in suburbs

Required Reading and Activities

- Rubenstein, Chapter 13: “Urban Patterns”
- Kuby, Harner, and Gober, Chapters 10 and 11: “Reading the Urban Landscape: Census Data and Field Observation”; “The Disappearing Front Range: Urban Sprawl in Colorado”
- Field trip to a nearby city to analyze urban patterns [SC9]

X. Review for AP Human Geography Exam

XI. Resource Issues (1 week)

- A. Fossil fuel depletion
- B. Source of pollution
- C. Global food resources

Required Reading and Activities

- Rubenstein, Chapter 14: “Resource Issues”
- Kuby, Harner, and Gober, Chapter 14: “Preserving the Planet: Human Impact on Environmental Systems”

XII. Careers in Geography (2 weeks)

Required Reading and Activities

SC8—The course provides a systematic study of cities and urban land use.

SC10—The course teaches spatial relationships at different scales ranging from the local to the global.

SC12—The course teaches students how to use and interpret geographical models.

SC9—The course teaches the use of landscape analysis to examine human organization of space.



- “Geography: Finding Your Place,” Association of American Geographers, Washington, DC, www.aag.org
- An introduction to ArcView
- Term paper due