Advanced Placement Human Geography

Course Description

The purpose of the Advanced Placement course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their science and practice. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography.

Course Objectives

On successful completion of the course, the student will be able to:

• Use and think about maps and spatial data sets. Geography is fundamentally concerned with the ways in which patterns on Earth’s surface reflect and influence physical and human processes. As such, maps and spatial data are fundamental to the discipline and learning to use and think about them is critical to geographic literacy.

• Understand and interpret the implications of associations among phenomena in places. Geography looks at the world from a spatial perspective—seeking to understand the changing spatial organization and material character of Earth’s surface.

• Recognize and interpret at different scales the relationships among patterns and processes. Geographical analysis requires a sensitivity to scale—not just as a spatial category but as a framework for understanding how events and processes at different scales influence one another.

• Define regions and evaluate the regionalization process. Geography is concerned not simply with describing patterns but with analyzing how they came about and what they mean. Students will see regions as objects of analysis and exploration and move beyond simply locating and describing regions to considering how and why they come into being—and what they reveal about the changing character of the world in which we live.

• Characterize and analyze changing interconnections among places. At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Students will better understand that relationships among places are constantly changing, and they will understand how and why change occurs.

Textbooks and Study Materials

Course Outline

I. Geography: Its Nature and Perspectives
   A. Geography as a field of inquiry
   B. Evolution of key geographical concepts and models associated with notable geographers
   C. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization
   D. Key geographical skills
      a. How to use and think about maps and spatial data
      b. How to understand and interpret the implications of associations among phenomena in places
      c. How to recognize and interpret at different scales the relationships among patterns and processes
      d. How to define regions and evaluate the regionalization process
      e. How to characterize and analyze changing interconnections among places
   E. New geographic technologies, such as GIS, remote sensing, and GPS
   F. Sources of geographical ideas and data: the field, census data, and satellite imagery
      a. Population
         How to use and think about maps and spatial data
         b. How to understand and interpret the implications of associations among phenomena in places
         c. How to recognize and interpret at different scales the relationships among patterns and processes
         d. How to define regions and evaluate the regionalization process

II. How to characterize and analyze changing interconnections among places
   A. Geographical analysis of population
      a. Density, distribution, and scale
      b. Implications of various densities and distributions
      c. Patterns of composition: age, sex, race, and ethnicity
      d. Population and natural hazards: past, present, and future
   B. Population growth and decline over time and space
      a. Historical trends and projections for the future
      b. Theories of population growth, including the Demographic Transition Model
      c. Patterns of fertility, mortality, and health
      d. Regional variations of demographic transitions
      e. Effects of population policies
   C. Population movement
      a. Migration selectivity
      b. Major voluntary and involuntary migrations at different scales
      c. Theories of migration, including push and pull factors, human capital, and life course
      d. International migration and refugees
      e. Socioeconomic consequences of migration
III. Cultural Patterns and Processes

A. Concepts of culture
   a. Traits
   b. Diffusion
   c. Acculturation, assimilation, and globalization
   d. Cultural regions

B. Cultural differences
   a. Language
   b. Religion
   c. Ethnicity
   d. Gender
   e. Popular and folk culture

C. Cultural landscapes and cultural identity
   a. Values and preferences
   b. Symbolic landscapes and sense of place
   c. Environmental impact of cultural attitudes and practices

IV. Political Organization of Space

A. Territorial dimensions of politics
   a. The concept of territoriality
   b. The nature and meaning of boundaries
   c. Influences of boundaries on identity, interaction, and exchange
   d. Federal and unitary states
   e. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment

B. Evolution of the contemporary political pattern
   a. The nation-state concept
   b. Colonialism and imperialism
   c. Democratization

C. Changes and challenges to political–territorial arrangements
   a. Changing nature of sovereignty
   b. Fragmentation, unification, alliance
   c. Supranationalism and devolution
   d. Electoral geography, including gerrymandering
   e. Terrorism

V. Agriculture and Rural Land Use

A. Development and diffusion of agriculture
   a. Neolithic Agricultural Revolution
   b. Second Agricultural Revolution
   c. Green Revolution
   d. Modern Commercial Agriculture

B. Major agricultural production regions
   a. Agricultural systems associated with major bioclimatic zones
   b. Variations within major zones and effects of markets
   c. Linkages and flows among regions of food production and consumption

C. Rural land use and settlement patterns
   a. Models of agricultural land use, including von Thünen’s model
   b. Settlement patterns associated with major agriculture types
   c. Land use/land cover change, irrigation, conservation (desertification, deforestation)
D. Modern commercial agriculture
   a. Biotechnology, including genetically modified plants and animals
   b. Spatial organization and diffusion of industrial agriculture
   c. Organic farming and local food production
   d. Environmental impacts of agriculture

VI. Industrialization and Economic Development

   A. Growth and diffusion of industrialization
      a. The changing roles of energy and technology
      b. Industrial Revolution
      c. Evolution of economic cores and peripheries
      d. Geographic critiques of models of economic localization (i.e., bid rent, comparative costs of transportation), industrial location, economic development, and world systems

   B. Contemporary patterns and impacts of industrialization and development
      a. Spatial organization of the world economy
      b. Variations in levels of development
      c. Deindustrialization and economic restructuring
      d. Globalization and international division of labor
      e. Natural resources and environmental concerns
      f. Sustainable development
      g. Local development initiatives: government policies
      h. Women in development

VII. Cities and Urban Land Use

   A. Development and character of cities
      a. Origin of cities
      b. Rural–urban migration and urban growth
      c. Global cities and megacities
      d. Suburbanization and edge cities

   B. Models of urban systems
      a. Rank-size rule
      b. Central place theory
      c. Gravity model

   C. Models of internal city structure
      a. Concentric zone model
      b. Sector model
      c. Multiple-nuclei model
      d. Changing employment mix
      e. Changing demographic and social structures
      f. Uneven development, ghettoization, and gentrification

   D. Built environment and social space
      a. Housing
      b. Transportation and infrastructure
      c. Political organization of urban areas
      d. Urban planning and design
      e. Patterns of race, ethnicity, gender, and socioeconomic status

Course Planner
<table>
<thead>
<tr>
<th>Topics</th>
<th>Schedule</th>
<th>MC % on AP Exam</th>
<th>Text</th>
<th>Supplemental Readings</th>
<th>Activities and Videos</th>
</tr>
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<tbody>
<tr>
<td>1 The Basics of Geography</td>
<td>2 weeks</td>
<td>5-10 %</td>
<td>Rubenstein Chapter 1</td>
<td>Kuby1 “False Maps”</td>
<td>US - GIS video clip GPS video clip “Determining Latitude and Longitude” Power of Place selections Case Study: False Maps</td>
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<tr>
<td>3 Culture Patterns and Processes</td>
<td>3 weeks</td>
<td>13-17%</td>
<td>Rubenstein Chapters 4,5,6</td>
<td>Kuby 2 “Layers of Traditions” “Survival of a Folk Culture” - Amish. PBS – “Do You Speak American?”</td>
<td>Power or Place Hotel Rwanda Case Study: Layers of Traditions</td>
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<tr>
<td>4 Political Organization of Space</td>
<td>2 weeks</td>
<td>13-17%</td>
<td>Rubenstein Chapters 7 and 8</td>
<td>Kuby 12 “Do Orange and Green Clash?” Kuby 13 “Breaking Up is Hard to do” [<a href="http://www.unpo.org/">http://www.unpo.org/</a> “Evolution of the Contemporary Political Pattern” Model Berlin Conference</td>
<td>Power of Place #3, 19 Case Study: Residential Segregation Case Study: Breaking up is hard to do</td>
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<tr>
<td>5 Agricultural and Rural Land Use</td>
<td>2 weeks</td>
<td>13-17%</td>
<td>Rubenstein Chapters 10 and 14</td>
<td>Kuby 8 “Globalization of Agriculture”</td>
<td>Power of Place 6, 12, 21, Case Study: Grocery Store Case Study: Globalization of Agriculture Video: Food, Inc. Video: King Corn</td>
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<tr>
<td>6 Industrialization and Economic Development</td>
<td>2 weeks</td>
<td>13-17%</td>
<td>Rubenstein Chapters 9, and 11</td>
<td>Kuby 7“Rags and Riches”</td>
<td>Power of Place # 8, 11, 16, 22, 24 Case Study: Rags to Riches</td>
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<tr>
<td>7 Cities and Urban Land Use</td>
<td>2 weeks</td>
<td>13-17%</td>
<td>Rubenstein Chapters 12 and 13</td>
<td>Kuby 9“Take me out to the Ballgame” Kuby 6“Changing Geography of Jobs”</td>
<td>Power of Place # 5, 9, 13, 23 US Videos Case Study: Urban Hierarchy Case Study: The Changing Geography of</td>
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Teaching Strategies

I have structured my class around four main activities: (1) discussion of key terms and concepts, (2) examination of case studies, (3) practice of key geographical skills, and (4) practice of written expression via free-response questions. A typical day includes at least three of these activities (examples are given below). For instance, a 90-minute period might consist of 30 minutes of classroom discussion focused on new concepts covered in the previous reading assignment, 30 minutes of presentation of illustrative case studies (video, teacher presentation, or readings from a newspaper or magazine), and 30 minutes of practice writing an answer to a free-response question and reviewing a scoring guideline that might be used to grade it.

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.

Lab Component

Students have access to a mobile laptop cart in class where they complete the *Human Geography in Action* lab activities. There are also computers in the media center for student use on any other class project or research.