

Advanced Placement Human Geography

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 employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. Advanced Placement Human Geography (APHG) students will learn to think geographically and ask critical geographic questions. Basic examples of such questions include: *Why is Portuguese spoken widely in Mozambique? Why do Americans practice Christianity? Why is land more expensive in a central business district than a suburb? What do clustering patterns of voting districts in a state tell one about the population? Why did poultry production increase so sharply in the 1980s? What has changed in the last ten years which has caused the oil industry to NOT be able to keep up with demand? Why aren't the Ft. Wayne Pistons in Ft. Wayne anymore?*

Course Materials

The main text used is *Human Geography: People, Place, Culture*, 8th Edition (2007) by H.J. de Blij, Alexander B. Murphy, and Erin H. Fouberg. The teacher will assign readings from newspapers, journals, magazines, web pages and other sources to underscore geographic concepts from the APHG course outline. Several current videos will be used to highlight course content. Finally, the teacher will use six other commonly used human geography textbooks to supplement lectures and student activities needed to satisfy the course outline.

Course Skills

Students will learn the following college-level goals that build on the 1994 National Geography Standards and the College Board's AP program. Upon successful completion of the course, the student should be able to:

1. Use and think about maps and spatial data sets
2. Understand and interpret the implications of associations among phenomena in places
3. Recognize and interpret at different scales the relationships among patterns and processes
4. Define regions and evaluate the regionalization process

5. Characterize and analyze changing interconnections among places
6. Take notes from lectures and printed materials
7. Write free response essays
8. Construct and interpret maps and charts
9. Plan and complete geography-based projects
10. Learn geographic principles/concepts of and use basic geographic information systems
11. Learn to ask geographic questions about everything one sees around them

Course Units

The seven topics studied in an APHG course are:

1. Geography's Nature and Perspectives
2. Population
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Agriculture and Rural Land Use
6. Industrialization and Economic Development
7. Cities and Urban Land Use

Course Assessments

Students will be assessed in a variety of ways. Primarily, students will be assessed as they will be assessed on the APHG Exam. Students will take unit multiple choice exams (75 questions in 50 minutes) and free response exams (1-3 FRQs in 50 minutes) on consecutive days. This is done to emulate (as closely as possible) the actual APHG Exam. Also, students will take chapter quizzes using handwritten outlines they have constructed. Finally, students will have multiple geographic activities, applications and projects to complete in all units throughout the yearlong course. Activities, applications and projects are detailed in the syllabus.

Course Outline

- I. **Geography and Human Geography (Chapter 1)
(Introduction to Human Geography)**

- A. What is human geography?
- B. Basic terminology of geography – patterns, distribution, scale, location (absolute and relative), environmental determinism, cultural landscape, sense of place, built environment, possibilism, place, centrality, GIS, diffusion (expansion, contagious, hierarchical, stimulus, relocation), time-distance decay, region and mental maps, remote sensing, regions (functional, formal, perceptual), mental maps, sequent occupance, hearths, independent invention, perceptual region
- C. Geographic map skills
- D. Examples of Geographic Activities for Unit One
 - “Driving Miss Daisy: How do you describe how you get around in town.”
 - “Mental Mapping: Where did you put South America?”
- E. EXAM I – Multiple Choice and Free Response

II. Population Patterns and Processes (Chapters 2-3) (Population & Migration)

- A. Population terminology – distribution, density, arithmetic and physiologic density, census, demography, dependency ratio, J-curve, fertility, crude birth rate, crude death rate, total fertility rate, infant mortality, child mortality, natural increase, sex ratios, carrying capacity, cohort, natal, demographic momentum, exponential growth, doubling time, age-sex diagrams, mortality types/rates, step migration, chain migration, intervening opportunity, Immigration, emigration, push/pull factors, refugees, eugenics, negative population growth,
- B. Population Models and Theories – Demographic Transition Model, Gravity Model, Malthusian population issues
- C. Migration – internal, external, forced and reasons for migration
- D. Population Policies – case studies from China, India, Japan and Indonesia
- E. EXAM II – Multiple Choice and Free Response

III. Cultural Geography – Local Culture, Pop Culture, and Cultural Landscapes (Ch. 4), Language (Ch. 6) and Religion (Ch. 7)

Geography of Folk and Pop Culture (all materials outside the primary text)
(Cultural Patterns and Processes)

- A. Language terminology – dialect, groups, families, isogloss, language (family, group, divergence & convergence)
- B. Language theories and diffusion – Agricultural Theory, Conquest Theory

- C. Modern language issues – lingua franca, Creole, pidgin, multi-lingual states, sound shifts, Esperanto, linguistic transition zones, official languages, toponymy
- D. Linguistic revival, extinct languages, languages laws
- E. Difficulties in mapping cultural regions
- F. Religion terminology – animism, syncretism, ethnic, universalizing, proselytizing, secularism, monotheism, polytheism, Shamanism, diaspora, geomancy, reincarnation, ethnic cleansing, enclave, exclave, jihad, fundamentalism, extremism, social distance
- G. Elements of Christianity (Catholic, Protestant, Orthodox), Islam (Sunni, Shi'a, Sufi), Judaism (Orthodox, Conservative, Reform), Buddhism (Theravada, Mahayana), Sikhism, Taoism, Confucianism, Shintoism and other religions
- H. Sacred architecture, sacred space, sacred directions, burial practices, Feng Shui,
- I. Cultural Terms – material and nonmaterial culture, built environment, acculturation, assimilation, maladaptive diffusion, sequent occupance, architecture, folk foods
- J. Issues not in the primary textbook
 - Characteristics of Popular and Folk Culture
 - Ethnocentrism and Cultural Relativism
 - Homogeneity and Heterogeneity between cultures
 - Material and nonmaterial culture
 - Housing types
- B. Examples of Geographic Activities for Unit Three
 - “English Will Be the Global Lingua Franca of the Future” – Classroom debate (pro and con) over this statement
 - “Is Your Religion What You Think It Is?” – Students use one the SelectSmart.com webpages to learn about 27 different religions
- L. EXAM III – Multiple Choice and Free Response

IV. The Political Imprint (Chapter 8)(Political Geography)

- A. Political terminology – boundary types, evolution of boundaries, territorial morphology types, nation, state, nation-state, stateless nation, Conference of Berlin, Peace of Westphalia, irredentism, enclave, exclave, theocracy, sovereignty, landlocked, centripetal/centrifugal forces, unitary/federal states, core, periphery, semiperiphery, tribalism, colonialism, neocolonialism, electoral geography, forward capital, primate city, median-line principle, EEZs, law of the sea, devolution, supranationalism, geopolitics, gateway

state, Nunavut, gerrymandering, raison d'être, shatterbelt, Balkanization, annexation, confederation,

- B. Territorial Morphology and Boundaries – all terms
- C. Political Theories – Heartland, Rimland, Organic, World Systems Analysis
- D. EXAM IV – Multiple Choice and Free Response

V. Land and Land Use in the Rural Sector (Chapter 11) (Agriculture)

- A. Agricultural terminology – plant/animal domestication, hunting/gathering, subsistence farming, shifting agriculture (milpa, swidden, patch, slash and burn), land survey systems (metes & bounds, long-lot, township-&-range, rectangular land), nucleated and dispersed settlements, plantation, extractive activities, luxury crops, staple crops, cash crops, dairying, ranching, Mediterranean agriculture, organic agriculture, truck farm, market gardening, yields, double-cropping, transhumance, drug crops, sustainable agriculture, aquaculture, favela, debt-for-nature swap, intertillage, feedlot,
- B. Agricultural Revolutions – 1st, 2nd, 3rd, biotechnology, biogenetics, cloning, genetically modified foods
- C. Intensive and Extensive Agriculture
- D. Plant Origins
- E. Agricultural Models and Major Concepts - Von Thünen's Model, Agribusiness, Vertical Integration, Commercial Agriculture, Green Revolution
- F. Gender issues in agriculture
- G. Examples of Geographic Activities for Unit Five
 - "Where is What Grown?" – Students use the 21st Edition of *Goode's Atlas* to ascertain what crops are grown where and in what quantities
- H. EXAM V – Multiple Choice and Free Response

VI. The Urbanizing World (Chapter 5)(Identity) (Chapter 9)(Urban Geography)

- A. Urban terminology – urban hierarchy, urban function, hinterland, site, situation, central business district, suburbs, exurbs, edge cities, hamlet, village, town, city, metropolis, megalopolis, redlining, blockbusting, white flight, gated communities, covenants, zoning, gentrification, DINKs, suburbanization, rank-size rule, basic/nonbasic sectors, multiplier effect, urban specialization, range of sale (economic reach), threshold, nesting, centrality, megacities, tenement, census, in-filling, sprawl, bid rent, peak land value intersection
- B. Urban Models – Central Place Theory, Concentric Zone, Sector, Multiple Nuclei, Urban Realms, World City, Latin American, Southeast Asian, African
- C. Gender Issues in Urban Geography

- D. Examples of Geographic Activities for Unit Six
- “Three Classic Models of Urban Structure” – students compare and contrast the three classic urban models
 - “Urban Geography using the NFL, NHL, MLB and the NBA” – students map professional sports franchises in 1950 and again today to see the shifts in urban population and patterns.
- E. EXAM VI – Multiple Choice and Free Response

**VII. Geography of Modern Economic Change (Chapters 11-12)
(Industrialization and Development)**

- A. Economic and Industrial terminology – GDP, HDI, PPP, footloose industries, location theory, transportation costs, agglomeration, deglomeration, substitution principle, variable costs, bid rent, globalization, deindustrialization, zonal costs, isotim, inputs, maquiladoras, economic sectors (primary, secondary, tertiary, quaternary, quinary), weight-gaining and weight-losing industries, variable costs, outsourcing, just-in-time delivery, friction of distance, distance decay, break-of-bulk, comparative advantage, special economic zone
- B. Economic/Industrial Models/Theories – Weber’s Least Cost Theory, Dependency Theory, Rostow’s Model, Liberal Model, World Systems Theory
- C. Global Shifts in Economic Geography
- D. Examples of Geographic Activities for Unit Seven
- “Where Do I Manufacture?” – Isotim exercise where students have to calculate the best location for a manufacturing plant
 - “Outsourcing – Who is doing what and where?” – A look at global outsourcing
- E. EXAM VII – Multiple Choice and Free Response

OTHER ACTIVITIES IN AP HUMAN GEOGRAPHY (dates change each year)

- In May Until the Exam – Review and Preparation for the AP Human Geography Exam
- May - AP Human Geography Exam
- After May APHG Exam – geographic activities and projects usually associated with mapping current and/or local issues

READING AND OUTLINING THE CHAPTERS

Students will read chapters as assigned. A chapter will be designated as “due” on a predetermined date. The student is to come to class with a handwritten outline of the chapter on this due date. There will be a quiz given on that chapter and the outline may be used on the quiz. Both the outline and the quiz will be graded. Outlines will be assessed using a completion grade, while quizzes will be graded on correct and incorrect answers.

An AP course is challenging. But, there are many ways to have the best chance at doing well including sharing information, ideas, study tips, etc. **You should try to get together in small groups throughout the year to study.** These approaches will make the course more fun, as well as help you prepare for exams. I will be available to help you in any way I can. If you will follow my instructions, you will learn and subsequently make good grades.