

AP Human Geography Syllabus

[AP Online Course Description](#)

Course Overview

AP Human Geography is a two semester course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. This class will explore a variety of current *global* issues and compare them with our own country, state, and city.

Units of Study

1. The Nature of Geography
2. Population
3. Movement
4. Culture
5. Geography of Language
6. Geography of Religion
7. Ethnicity, Gender, and Geography
8. Political Geography
9. Economic Development
10. Geography of Agriculture
11. Geography of Industry
12. Urban Geography

Text and Study Materials

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography* 8th ed. Upper Saddle River, N.J.: Prentice Hall, 2005

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

Hudson, John C. *Goode's World Atlas*. 20th ed. N.p.: Rand McNally, 1999.

World in Transition series. The Southern Center for International Studies. 2nd ed. Atlanta, Georgia 2004.

Other material used in the instruction of this class includes both local and international news sources. I regularly use examples from the *BBC News*, *Christian Science Monitor*, and the *Economist*.

Course Planner

Weeks 1-3: The Nature of Geography

Reading Assignments

- Rubenstein, Chapter 1: "Thinking Geographically"
- Kuby, Chapter 1: "True Maps, False Impressions"
- Rubenstein, Appendix, pp. 488-93

Unit Objectives and Activities

1. Define geography, human geography, culture; explain the meaning of the spatial perspective.
2. Explain how geographers classify each of the following and provide examples of each:
 - a. Distributions
 - b. Locations
 - c. Regions
3. Identify how each of the following plays a role in mapmaking:
 - a. Simplification
 - b. Categorization
 - c. Symbolization
 - d. Induction
4. Identify the themes of geography and be able to give examples of each
5. Distinguish between different types of geographic and physical features and how they shape the themes of geography

Weeks 4-6: Population

Reading assignment

- Rubenstein, Chapter 2: "Population"
- Kuby, Chapter 7: "The Hidden Momentum of Population Growth"

Unit Objectives and Activities

1. Map major and emerging population concentrations and describe demographic characteristics of each
2. Consider the concepts of ecumene and nonecumene and consider:
 - a. Why do most people live where they do?
 - b. For what reasons have humans historically avoided certain areas?
 - c. Where do nonexamples of each exist? Why?

3. Calculate arithmetic, agricultural, and physiological densities and describe the strengths and weaknesses of each for demographic analysis.
4. Explain the elements of a population pyramid and distinguish between characteristic shapes.
5. Explain the demographic transition model
6. Give examples of pro- and antinatalist policies and their effects in example countries.
7. Define key demographic terms and identify regions in which high and low extreme examples of each can be found.
8. Concerning natural hazards, do the following:
 - a. List various types of natural hazards and disasters
 - b. Map the areas most affected by them
 - c. Compare with the map of population distribution
 - d. Hypothesize the degree of danger in various regions
 - e. Discuss methods that are taken to adapt to these dangers

Weeks 7 – 9: Movement

Reading Assignments

- Rubenstein, Chapter 3: “Migration”
- Kuby, Chapter 4: “Newton’s First Law of Migration”

Unit Objectives and Activities

1. Distinguish between and give characteristics of the following types of human movement:
 - a) Circulation and migration
 - b) Forced and voluntary migration
 - c) Push and pull factors
2. Discuss the contributions of Ravenstein to the study of human movement and migration.
3. Use the gravity model to predict migration and evaluate its efficiency and usefulness.
4. Map specific examples of historic and contemporary forced migrations, explaining push and pull factors associated with each.
5. Characterize a refugee and refugee populations.
6. Discuss the migration history of the United States through the following:
 - a) Immigration history
 - b) Immigration policy
 - c) Historic and contemporary streams of migration
 - d) Internal migration patterns
7. Explain how distance decay, intervening obstacles, and migration selectivity factors affect migration and circulation patterns.
8. Correlate migration patterns to the demographic transition model.

Weeks 10 – 11: Culture

Reading Assignments

- Rubenstein, Chapter 4: “Folk and Popular Culture”
- Kuby, Chapter 2: “Cactus, Cowboys, and Coyotes: The Southwest Culture Region”

Unit Objectives and Activities

1. Define culture and cultural geography
2. Compare and contrast the following aspects of folk and popular culture:
 - a. Origins
 - b. Methods of diffusion
 - c. Culture regions
3. Examine specific examples of folk culture and regions
4. Examine examples of specific popular cultural traits and discuss their diffusion.
5. Discuss ways in which cultural traits are affected by and affect the natural environment.
6. Discuss the role of racism and ethnocentrism in the understanding of the cultural landscape.

Weeks 12 – 13: Geography of Language

Reading Assignment

- Rubenstein, Chapter 5: “Language”

Unit Objectives and Activities

1. Discuss the importance and role of language as an element of culture.
2. Explain how languages are classified and related.
3. Map the distribution of major language families worldwide.
4. Show the division of Europe into the following language groups and give specific examples from major groups.
5. Describe the following characteristics of English:
 - a. Origin and historical development
 - b. Worldwide diffusion
 - c. Spatial variation
 - d. Role in cultural convergence
6. Explain the how, why and where of language change.
7. discuss the regional and local variety in language using the following terms:
 - a) slang
 - b) isogloss
 - c) accent
8. Explain how toponyms are derived and classified and give various examples.

Weeks 14 – 16: Geography of Religion

Reading Assignment

- Rubenstein, Chapter 6: “Religion”
- World in Transition: “Three Faiths Form One Feuding Family”

Unit Objectives and Activities

1. Identify the following characteristics of all major religions:
 - a. Point of origin
 - b. Method of diffusion
 - c. Current distribution
 - d. Landscape expression
2. Map the religious regions of the United States
3. Discuss the major branches, their origins, and their current distributions for the following religions:
 - a. Christianity
 - b. Islam
 - c. Judaism
 - d. Buddhism
 - e. Hinduism
4. Distinguish between ethnic and universalizing religions:
 - a. Holy sites
 - b. Holy days
 - c. Methods of diffusion
5. Describe ways in which the environment influences religion and ways in which religions affect the natural environment
6. Discuss various specific religious conflicts around the world in terms of the following:
 - a. Religion versus politics
 - b. Religion versus religion – interfaith conflicts
 - c. Religion versus religion – intrafaith conflicts

Weeks 17 – 19: Ethnicity, Gender, and Geography

Reading Assignment

- Rubenstein, Chapter 7: “Ethnicity”
- World in Transition: “State, Country, Nationstate”

Unit Objectives and Activities

1. Describe the distribution of major ethnicities within the United States
 - a. Identify states/regions in which they are clustered
 - b. Identify regions in which they are mostly absent

- c. Provide reasons for the present distribution
- 2. Examine case studies of ethnic conflicts from different regions.
- 3. Consider ways in which gender-related issues are expressed spatially, particularly:
 - a. Economic roles and activity
 - b. Health and reproduction
 - c. Level of education
- 4. Discuss various nation-state configurations and illustrate them with examples:
 - a. Nation-state
 - b. Part-nation state
 - c. Multinational state
 - d. Stateless nation

Weeks 20 – 22: Political Geography

Reading Assignments:

- Rubenstein, Chapter 8: “Political Geography”

Unit Objectives and Activities

- 1. Explain the concept of state by:
 - a. Identifying necessary qualifications and characteristics
 - b. Listing examples of states in various regions
 - c. Describing quasi states
- 2. Describe the problems of multinational states and stateless nations.
- 3. List advantages and disadvantages of different types of boundaries and provide real-world examples of:
 - a. Natural/physical boundaries
 - b. Cultural boundaries
 - c. Geometric boundaries
- 4. List advantages and disadvantages of different shapes of states and provide examples.
- 5. Discuss the concepts of imperialism and colonialism and illustrate some of their consequences on the contemporary political map.
- 6. Define irredentism and devolution and illustrate with examples.
- 7. Summarize the history of the United Nations and identify issues of current importance regarding it.

Weeks 23 – 25: Economic Development

Reading Assignments

- Rubenstein, Chapter 9: “Development”

- Kuby, Chapter 8: “From Rags to Riches: The Dimensions of Development”

Unit Objectives and Activities

1. Use examples of human welfare indicators to distinguish between relatively developed and less developed countries.
2. Use examples of economic indicators to classify countries as less developed or relatively developed
3. Draw the Brandt line on a world or regional map.
4. Compare and contrast different theories and models of economic development and the relationship between less developed and relatively developed countries.
5. Provide examples of the different sectors of a country's economy and explain the economic relationship between them.

Weeks 26 – 28: Geography of Agriculture – Primary Economic Activities

Reading Assignments

- Rubenstein, Chapter 10: “Agriculture”
- Rubenstein, Chapter 14: “Key Issue 3”

Unit Objectives and Activities

1. Explain how agriculture originated and identify its various hearths.
2. Describe the evolution of agricultural practices from their first use until today
 - a. Neolithic Revolution
 - b. Second Agricultural Revolution
 - c. Green Revolution and biotechnology
3. Consider how each of the following correlates with specific agricultural regions:
 - a. Terrain
 - b. Culture
 - c. Situation with regard to world markets
4. Describe and apply the von Thunen model to both small – and large scale situations
5. Identify the predominant agricultural practices associated with various regions of the world.
6. Use agricultural practice to differentiate between less developed and relatively developed countries.

7. Compare and contrast different types of rural landscapes and settlements:

- a. Linear villages
- b. Cluster villages
- c. Dispersed settlements

Weeks 29 – 31: Geography of Industry – Secondary Economic Activities

Reading Assignments

- Rubenstein, Chapter 11: “Industry”
- Rubenstein, Chapter 14: “Key Issue 1”
- Rubenstein, Chapter 14: “Key Issue 2”
- Kuby, Chapter 6: “Help Wanted”

Unit Objectives and Activities

1. Explain the Industrial Revolution by:
 - a. Describing its origin
 - b. Describing its diffusion and current pattern of industrial regions
2. Map regional manufacturing zones in each continent and identify the following for each:
 - a. Origin and resources
 - b. Current strengths and/or problems
3. Compare and contrast preindustrial, industrial, and postindustrial life and landscape.
4. Describe how site and situation factors influence the location of manufacturing and give examples.
5. Discuss the problems created by or associated with industrialization in:
 - a. Developed countries
 - b. Developing countries
6. Make graphic models that describe the inputs and connections of various industries.

Weeks 32 – 34: Urban Geography – Tertiary Economic Activities

Reading Assignments

- Rubenstein, Chapter 12: “Services”
- Rubenstein, Chapter 13: “Urban Patterns”

Unit Objectives and Activities

1. Contrast European and North American cities:
 - a. Central business districts

- b. Suburbs and suburban growth
- 2. Compare and contrast elements of the following urban models:
 - a. Concentric zone
 - b. Sector
 - c. Multiple-nuclei
 - d. Galactic city/edge city
- 3. Describe the move of retail and industry to the suburbs.
- 4. Explain the growth of suburbs in terms of social, transportation, and economic changes.
- 5. Explain the rise in urban renewal programs and their affect on low income populations.
- 6. compare and contrast spatial characteristics of cities in the following regions:
 - a. Latin America
 - b. Africa
 - c. Southeast Asia
- 7. Differentiate between three models of North American cities
- 8. List and evaluate the problems of the inner city.
- 9. Explain and illustrate important models dealing with the urban hierarchy:
 - a. central-place theory
 - b. rank-size rule and primate cities

Weeks 35 – 36: Review

This time will be utilized in order to review for the AP Exam. Students will be asked to define, illustrate or comment on key terms from the Course Outline.

Classroom Expectations for Advanced Placement Human Geography

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RULES

- 1. Be courteous
- 2. Follow all NFHS rules
- 3. Respect the property of others.
- 4. Bring ALL materials to class and follow directions

CONSEQUENCES:

- 1) Warning
- 2) Hall Conference and last to leave the room
- 3) 15 minute detention (at the teacher's convenience)
- 4) 30 minute detention (at the teacher's convenience)
- 5) Office Referral

SUPPLIES

Electronic Device: Tablet with keyboard capabilities or laptop or smartphone

CLASS ACTIVITIES

Assigned Readings: These are designed to help you understand the material and prepare for the AP Exam.

Assigned Readings Quiz: These are short quizzes designed to test your understanding from reading of the text. Open note quizzes are not subject to the redo policy.

Free Response: Assignments designed to improve free response question skills for the AP Test.

Exams: Multiple choice tests using AP format questions.

Projects: These are research assignments designed to extend thinking levels on concepts covered in class and most are outside the classroom field work. Creativity is essential for success on these assignments. Project List: Notable Geographers, GAP Store, Retail Mall, Ethnic Strip Mall, and Cemetery.

GRADES WILL BE DETERMINED BY:

Test Grades

Projects

Exams (Multiple Choice/FRQ)

Daily Grades

Worksheets/Packets

Discussions

Other (Some in class assignments will be considered test grades if the level of difficulty is high enough. Otherwise they will be counted as daily grades.)

Test Average 60% + Daily Average 40% = Final Grade

LATE WORK/ABSENT WORK: Homework or projects turned in late will have a 30% grade reduction once turned in. Absent work can be turned in for daily work without penalty anytime until the end of the grading period.

TUTORIALS: Tuesday and Friday morning

HOMEWORK EXPECTATIONS:

This class will require out of class work on Projects and daily work. Homework must be complete on time to receive credit. Where number grades are given, a **zero will be given on any assignment where academic dishonesty occurs.** Academic dishonesty includes cheating, copying the work of another student, plagiarism (including from the internet), or unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials and observation. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties as well as academic penalties